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ABSTRACT

Educational materials from Arab countries are listed in this annotated bibliography. The 230 items cited were published in 1979 and include journal articles, dissertations, books, essays, reports, guides, papers, and governmental publications. Topics dealt with include adult education, Arabic language, art education, children's literature, children's growth, compulsory education, educational research, illiteracy, faculties, universities, health education, industrial education, Islamic education, kindergartens, secondary schools, and school administration. The bibliography concludes with an index of topics by country and lists of authors and sources. (Author/NE)

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# SELECTED BIBLIOGRAPHY OF ARAB EDUCATIONAL MATERIALS

Vol. 4, No. 2, 1979

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# ACADEMIC BOOKS

## Translation - Problems -
## Iraq

1. El-'Azzawi, Mahl 'Abdul Karim Mahdi, "Problems of Translating Academic Books in Iraq and the Role of University Libraries in This Respect", (Mushkilaat Ta'reeb Al-Kutub Al-Jami'iyyah Fil-'Iraq Wa-Dawr Al-Maktabaat Al-Jami'iyyah Fi Zalik), Baghdad (Iraq), Faculty of Arts, Al-Mustansiriyyah University, 1979, 125 pages.

-Dissertation submitted to the Faculty of Arts, Al-Mustansiriyyah University, for obtaining the High Diploma in Libraries and Documentation.

This dissertation consists of six chapters.

In his first chapter, the writer indicated the importance of the research being conducted and the most important role of translation in university work. He defined the aims and scope of the research and the terms occurring in it.

Chapter 2 is devoted to the theoretical framework of the thesis. Here, the writer described the developments underwent by the movement of translation, indicated the characteristics of good translators and reviewed earlier writings on translation.

In Chapter 3, the writer dealt with university libraries, their educational functions, the guidance services extend by them and the role they could play in translation.

Chapter 4 is concerned with the field survey. Here, the writer described his tools, sampling method and statistical approach.

The writer's results dealing with the problems of translation are expounded in the fifth chapter.

The sixth chapter contained some suggestions for the establishment of a permanent policy of translation and for appropriating the necessary funds.

The questionnaire form used in the field survey and the writer's bibliography are appended.

## ACCOMPLISHMENT TESTS

### Preparation - Arab Countries

2. Al-Shaikh, Soliman Al-Khudari, "Preparation of Accomplishment Tests", (I'daad Al-Ikhtibaraat Al-Tahsiliyyah), "Views on Educational Research", (Aaraa Hawl Al-Buhuth Al-Tarbawiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp. 63-69.

This article is concerned with psychological tests in general and the accomplishment test in particular and their utility in educational research.

Following an introduction on why psychological tests are used in educational research, the writer defined accomplishment tests, saying that vital steps are involved in conducting them, being: statement of the problem under discussion, formulation of the postulates, specification of the general aims of education and of the test itself, analysis of the content and specifications of the proportional weight. He, then, explained the procedure employed in drawing the list of specifications and in identifying the test's broad-lines.

The writer then reviewed the bases for liuting the test's particulars and instructions and for preparing the plan designed for recording answers and for their correction.

He underlined the primary importance of the test's experiment, analysed the particulars involved and selected the suitable ones among them.

Concluding his article, the writer stressed the importance of ascertaining the accuracy and reliability of the test and pointed to the criteria adopted and the procedure followed in this connection.

A bibliographical list appears at the end of the article.

## ADULT EDUCATION

### Saudi Arabia

3. Falatah, Mohamed Amin Hammud, "Adult Education in Saudi Arabia; Bases and Applications", (Ta'leem Al-Kibaar Fil-Mamlakah Al-'Arabiyyah Al-Sa'udiyyah; Ususuhu Wa-Tatbiqatuhu), Cairo, Dar Al-Taweel Li-Fann Al-Tiba'ah, 1979, 167 pages.

As an introduction to his book, the writer attempted to define some of the terms dealing with illiteracy and adult education and repeatedly occurring in his work.

Reviewing the philosophical bases of adult education, he said that all basic elements involved in the educational process of adults should correspond to the philosophical framework of adult education in Islam.

The writer then dealt with the general objectives of adult education and reviewed, in the course of his study, the views propounded by Western educators which emphasize the importance of the physical, cultural, social and economic factors which influence the personality of learners.

Moving to adult education in the context of Islamic education, he said that the Holy Quraan is the primary source for the aims and principles of adult education. Islam, he added, emphasizes all aspects of psychological structure in learners, which include the mental, social, physical and psychological aspects. Verses were cited from the Holy Book of Islam to substantiate his argument and examples of early teachers in Islam were given.

The writer went on to review the bases for building the different kinds of adult education curricula, in the course of which he dealt with the techniques of supervision, administration, evaluation and follow-up applied in adult education.

The last part of the writer's book deal with education in Saudi Arabia. After relating the history, development, aims and characteristics of education in Saudi Arabia, he described the efforts deployed by this country in the field of adult education and literacy programmes.

## Library's Role -
## Arab Countries

4. El-Halwagi, 'Abdul Sattar, "The Role of the Library in Adult Education", (Dawr Al-Maktabah Fi Ta'leem Al-Kibaar), in "Aaraa", (Opinions) issued in Sirs Layan (Lower Egypt), 9th year, Issue No. 4, (December 1979), pp. 51-76.

As an introduction to his article, the writer explained the meaning, aims and motives of adult education. He, also, dealt with the library, being a principal element in teaching adults, in providing them with suitable reading material, in quenching their thirst to interesting reading, in meeting their needs and in arousing their desire to read books which help them in solving their problems and making profitable use of their leisure time.

He went on to say that libraries should be so organized as to make their books easily accessible to readers. They should provide the necessary guidance so that seekers of knowledge could trace the books which enrich their culture and promote their tastes.

In the opinion of the writer, libraries should facilitate their book-borrowing procedure and keep close contact with societies and institutions in the vicinity in order to convey, through them, their service to potential readers. Apart from the cultural programmes which libraries should organize, cultural programmes for adults organized by the different machineries responsible for adult education should be backed by libraries, the writer added.

After enumerating the obstacles hindering libraries from performing their proper role in adult education, the writer proposed, in conclusion, some suggestions which would enable Arabic libraries to be more instrumental in performing this task.

## Role of Faculties of Agriculture - Arab Countries

5. Abul-Se'oud, Khairi, "The Role of Faculties of Agriculture in the Informal Education of Adults Among the Rural Population", (Dawr Kulliyyaat Al-Zira'ah Fi Ta'leem Al-Kibaar Ghayr Al-Rasmi Li-Sukkan Al-Reef), in "Aaraa", (Opinions), issued in Sirs Layan (Lower Egypt), 9th year, Issue No. 4, (December 1979), pp. 17-49.

Following an introduction in which the writer related the developments undergone by universities and higher education throughout history and in which he showed to what extent this type of education was confined in capitalist countries to the aristocratic class, he pointed out that World War II has had the effect of putting an end to universities' isolation and mentioned the reasons which led to intensifying pressure by masses on educational centers, universities and institutes of higher education.

The writer then explained the philosophical bases of guidance in universities and to define the concept of informal adult education, then described the situations in which this type of informal education is best suited for teaching adults.

Talking on the fields of informal agricultural education for adults, he explained the underlying philosophy which determines the fields of action and the specific aims sought from this type of education.

Moving to vocational training, he explained its concept and described the role which faculties of agriculture could play in this respect, adding that programmes of vocational training aimed at developing the human resources available in rural regions should be so tailored as to suit the specific nature of the phase of development in a given region or state.

In the case of agricultural vocational training in Egyptian rural communities, programmes should aim at training cultivators on the use and maintenance of agricultural machines, on the rationalization of agricultural investment and on how to fight their functional illiteracy. Local guidance should be extended to cultivators, the writer added.

In conclusion, he advanced some futurist suggestions, then listed the reference books consulted in the preparation of his work.

## ADULT EDUCATION CENTERS

### Teaching Methods - Arithmetics -
### Iraq

6. Mohamed, Dawoud Maher, "An Experimental Study of the Creative Method of Teaching Arithmetics to Adults in Iraq", (Dirasah Tajribiyyah Lil-Tariqah Al-Mubtakarah Fi Tadrees Al-Hisaab Lil-Kibaar Fil-'Iraq), Cairo, Faculty of Girls, 'Ain Shams University, 1979, 474 pages.

- Dissertation submitted to the Department of Curricula and Teaching Methods in the Faculty of Girls, 'Ain Shams University, for obtaining the degree of M.A. in Education.

The first of the seven chapters comprised in this dissertation covers a wide variety of subjects dealing with the nature and proportions of the problem at hand, the history of illiteracy campaigns in Iraq,

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the reasons behind the keen interest shown in these campaigns, the purposes sought from undertaking this research, the scope, postulates, terms and statistical approaches involved in the dissertation and the highlights of earlier research having bearing on this subject.

Chapter 2 deals with the teaching of mathematics to adults in Iraq. Here the writer analysed the contents of arithmetics text books for adults in use in the different Arab Countries, principally the text book put out in 1977 by the League of Arab States for teaching adults and illiterates, books used in Kuwait, Egypt and Qatar, those prepared by the Comprehensive National Campaign for Compulsory Literacy for the base level in Iraq, the text books for adults used in Bahrain and the self-teaching method (cassettes) developed in Sirs Layan in Egypt and, lastly, the TV programme in Egypt entitled "We Learn Arithmetics". Then followed an assessment of and a comparative study between adult text books used in teaching arithmetics in Arab Countries.

In Chapter 3, the writer reviewed the mathematical background and analysed the trends of thought of adults in Iraq.

The fourth chapter gives an explanation of the aims sought from teaching mathematics to adults within the context of the general aims of adult education. An explanation is also given of the creative method of teaching mathematics to adults, including the bases on which it depends and the steps involved in the teaching process.

Chapter 5 deals with educational media as they pertain to adult education.

The writer's field survey is described in Chapter 6 where he elaborated on the procedure employed in the survey, the sampling method used and the experimental design adopted for developing the research.

In the seventh and last chapter, the writer reviewed the method used in applying his experiment and the results obtained regarding Yahya Hindam's creative method of teaching arithmetics and to what degree it conforms to the mentality of adults in Iraq.

To end his dissertation, the writer outlined his research, proposed related subjects for further study and listed his reference books.

## Dropouts -
## Iraq

7. Mahmoud, Khairi Jaber, "The Phenomenon of Dropouts in Literacy and Adult Education Centers in Iraq", (Zahirat Al-Tasarrub Min Marakez Mahwu Al-Ummiyyah Wa-Ta'leem Al-Kibaar Fil-'Iraq), Cairo, Faculty of Girls, 'Ain Shams University, 1979, 235 pages + appendices.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Girls, 'Ain Shams University, for obtaining the degree of M.A. in Education.

This dissertation consists of seven chapters.

Chapter 1 is concerned with the general framework of the research and deals with the concept and impact of dropouts and with the problem under discussion, the aims of this research, the importance of the survey carried out and the method used in developing the subject.

In Chapter 2, the writer dealt with dropouts as a sequel to literacy experiments and related the experience of developed and developing countries in fighting illiteracy, whether such experience has been fruitful or otherwise. He also described the impact of illiteracy in those countries.

A review was made in Chapter 3 of some studies conducted earlier or related subjects.

A historical account of the drive against illiteracy in Iraq between 1922 and 1978 is given in the fourth chapter.

Chapter 5 is devoted to the writer's field survey. After describing his method and tools, he introduced the questionnaire forms used with dropouts and regular learners and with literacy instructors. He explained the manner in which these questionnaires were applied, defined the area of research, described the sample selected and explained the statistical treatment given to his results.

These results are generally reviewed in Chapter 6 in which the writer discussed the causes of continuation and discontinuation in literacy classes, taking into consideration the differences as to the variables of sex and vocation. He, also, reviewed the results obtained from the questionnaire addressed to instructors and subjected them to an analytical study in Chapter 7.

The writer's conclusions, also contained in the seventh chapter, deal with the economic, social, educational, health and psychological factors influencing dropouts.

The dissertation ended with the writer's bibliography.

## Guides -
## Arab Countries

8. El-Sebaei, Iglal, "Guide to Recommendations and Decisions Adopted by Committees and Symposia Relative to Literacy and Adult Education", (Daleel Tawsiyaat Wa-Qararaat Al-Moutamaraat Wal-Lijaan Wal-Halaqaat Al-Muta'alliqah Bi-Mahwu Al-Ummiyyah Wa-Ta'leem Al-Kibaar), by Iglal El-Sebaei and Youssef El-Safti, Cairo, Agency of Educational Documentation and Information, National Center for Educational Research, 1979, 208 pages + appendices.

By way of introduction, the compilers of this Guide reviewed the highlights of the working paper on the development and modernization of education in Egypt as they relate to the eradication of illiteracy among adults and their impact on economic development and the realization of compulsory education in Egypt.

Then followed the text of the document, arranged in three parts.

Part 1 contained recommendations adopted by international conferences either devoted to or dealing, inter alia, with the drive against illiteracy.

The second part reviewed recommendations passed by Arab conferences and symposia either devoted to or dealing, inter alia, with literacy campaigns.

Part 3 covers the recommendations dealing with adult education and the onslaught on illiteracy adopted by different bodies in Egypt. These include the recommendations of the National Council of Education, Scientific Research and Technology adopted in its first five sessions between 1974 and 1978.

Three appendices follow: one containing the projects approved by the Regional Conference on Planning and Organizing Literacy Programmes in Arab Countries held in Alexandria in 1965, one containing the Efficiency Plan for Eradicating Illiteracy drawn by the Symposium on

New Systems and Formulae held in Sirs Layan (Egypt) in 1977 and the third containing the full text of Law No. 65 of 1970 governing literacy programmes and adult education in Egypt.

## ARABIC LANGUAGE

### Problems - Higher Education - Arab Countries

9. "Recommendations of the Symposium on Arabic Language Problems at University Level", (Tawsiyaat Nadwat Mushkilaat Al-Lughah Al-'Arabiyyah 'Ala Mustawa Al-Jami'aah), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 440, Kuwaiti Teachers Association, November 1979, pp. 40-44.

In this press coverage, a review was made of the Symposium on Arabic Language Problems at University Level.

After reporting on the Symposium's aims, place of convening, participants from Gulf and Arabian Peninsula universities, length, number of sessions and papers presented, the recommendations adopted were reviewed in detail. These recommendations fall into six categories: one dealing with students, one with teachers, one with curricula and academic subjects, one with the pre-education level, one with the society and, lastly, one with the Symposium itself.

## ART EDUCATION

### Arab Countries

10. Diyaab, Safaa, "Art and Art Education", (Hawl Al-Fann Wal-Tarbiyah Al-Fanniyyah), "Majallat Al-Khedmah Al-Ijtimaa'iyyah", (Social Service Magazine), Riyadh (Sa'udi Arabia), Issue No. 2, pp. 161-162.

After indicating that art is a universal phenomenon of human activity and on art's impact on the building and development of personality, the writer explained the role played by art in man's life and indicated the intellectual, cultural and ideological framework of art work.

In this connection, she explained the difference between the approach adopted by a Muslim artist and those adopted by the ancient Egyptian and Chinese artists.

Moving to art education, she explained the purposes sought from it, the values inherent in it and the correlation existing between it and other fields of life, particularly knowledge and culture.

Concluding her article, the writer touched upon modern art education and described its impact on man in acquiring an artistic behaviour and in developing an ever-growing integrated personality.

## Guidelines -
## Jordan

11. Sadeq, Mahmoud, "General Guidelines on Art Education", (Tawjeehaat 'Ammah Fil-Tarbiyah Al-Fanniyyah), "Risalat Al-Mu'allim" magazine, (Teacher's Mission), Jordan, 22nd year, Issue No. 3, Ministry of Education, 'Amman (Jordan), September 1979, pp. 54-56.

At the beginning of his article, the writer reviewed the types of artistic experience which Jordanian children acquire in their early stages of education, explained the aims sought from such experience and described the duties of the art instructor in this respect.

He then reviewed some guidelines which are of help to art instructors in their work, such as: helping the child to develop his natural aptitudes, praising the child's work, organizing visit to different places of art attraction, coordinating art education with other school subjects, emphasizing the local touch, training children on the art of colouring, organizing exhibitions, befriending pupils and generating children's interest in coloured books.

The writer also dealt with subjects on which art instructors could elaborate in their classes and with fields in which instructors could assist with his pupils in developing, saying that instructors have a duty to familiarize themselves with the modern techniques of art teaching.

In conclusion, the writer stressed the need for understanding the child's own world and helping the child express such world in terms of art work.

## ART WORK

### Adolescents -
### Arab Countries

12. Mohamed, Fatemeh Talab, "Art Work in Adolescent Education", (Al-Ashghaal Al-Fanniyyah Fi Tarbiyat Al-Muraheqeen), "Risalat Al-Mu'allim" magazine, (Teacher's Mission), Jordan, 22nd year, Issue No. 4, Ministry of Education, 'Amman (Jordan), December 1979.

At the beginning of her article, the writer talked on the possibilities and problems of adolescents, the duty of education towards them and the attitude taken by communities towards such education. She differentiated between child upbringing and adolescents education.

Moving to art education and its importance in the upbringing of youngsters, she reviewed a number of practical activities which are marginal to art work and underlined the value of such activities in the education of adolescents and children.

The writer, then, dealt with the duties of parents and educational institutions in the training of adults and youngsters on art work where local raw material available in the environment is made use of. By way of example, she mentioned certain types of art work which children could perform at school.

Concluding her article, the writer described the methods by which art work could be assessed, mentioning the criteria employed in such assessment.

## AUDIO-VISUAL AIDS

### Problems - Teaching Sciences -
### Libya

13. Al-Imam, Ziyad Khamis, "A Study of the Obstacles Hindering the Utilization of Audio-Visual Aids in the Teaching of Sciences in the Secondary Stage in the Educational Zone of Tripoli (Libya) and its Surroundings", (Dirasah Lil-Mu'awwiqaat Allati Taqifu Fi Tareeq Istikhdaam Al-Wasaiyl Al-Sam'iyyah Wal-Basariyyah Li-Tadrees Al-'Ulum Bil-Marhalah Al-Thanawiyyah Bi-Muraqabat Ta'leem Tarablus Wa-Ma Hawlaha), Tripoli (Libya), Faculty of Education, Al-Fateh University, 1979, 189 pages + appendices.

- Dissertation submitted to the Department of Educational and Psychological Studies of the Faculty of Education, Al-Fateh University, for obtaining the degree of M.A. in Education.

This dissertation is elaborated in five chapters.

In Chapter 1, the writer stated the problem being probed, indicated the importance and scope of his research and defined his assumptions, postulates, aims and terminology. He also reviewed previous research work written on related subjects.

Chapter 2 contains the writer's theoretical framework. Following a historical account on the progress achieved in developing the concept of audio-visuals and their usages in educational purposes, he described the role of such aids in the double process of teaching and learning and in the realization of the aims sought from teaching sciences in the secondary stage. He pointed to the relationship between audio-visual aids and the plans formulated for developing the curricula of sciences in the secondary stage. He also explained why he chose to apply his survey to this particular stage of education.

In the third chapter, he reviewed the method employed in his research and described the process used in the preparation of a set of questionnaire forms addressed to samples chosen in the categories of teachers and mistresses, directors of both sexes, technical inspectors, laboratory technicians and officers of the Audio-Visual Department.

The fourth chapter contained the results obtained by the writer dealing with the use of different aids, instruments and equipment in the teaching of science curricula, the length of science curricula in the different sections of the secondary stage, the impact of educational aids on teaching, the extent to which teachers of both sexes take part in audio-visual training sessions, the ability of teachers to operate projectors and the state of school buildings and to what degree it hampers utilization of certain audio-visuals, instruments and vital equipment.

Chapter 5 gave a summary of the research and its results as well as a review of the suggestions and recommendations put forward by the writer for eventual adoption. These deal with the methods of teacher training, the Department of Audio-Visuals, school administration, technical inspection and guidance, laboratory technicians, school buildings and, lastly, curricula of scientific subjects.

The dissertation ended with the writer's bibliography and samples of the questionnaire forms used in the field survey.

## BASIC EDUCATION

### Democratic Yemen

14. Soliman, Karamah Mubarak, "The 8-Class Unified School in the Popular Democratic Republic of Yemen", (Al-Madrasah Al-Muwahhadah Zat Al-Thamaniyat Sufuf Fi Jumhuriyyat Al-Yaman Al-Dimoqratiyyah Al-Sha'biyyah), Ministry of Education, Aden, 1979, 58 pages.

Following an introduction on the political, economic and social background of the educational system in the Popular Democratic Republic of Yemen, the writer reviewed the developments underwent by this system, principally the experiment launched by the Yemeni Ministry of Education since the academic year 1976/77 for creating an 8-class unified school that would serve as a nucleus and educational formula providing basic education to all children at the age of six.

In dwelling upon this experiment, the writer said it constituted a virtual true approach to educational renovation. He then evaluated the whole set up of this experiment, including the human elements involved and the accompanying radical changes in the educational structure, in curricula and in the philosophy underlying the training of the responsible school personnel. He underlined the facts that polytechnics were taught to all classes, that well-equipped workships were provided and that neighbouring schools could collaborate in educational undertakings.

The last item covered in his book deals with the training of teachers, supervisors and administrative personnel on this new approach to education.

## BEHAVIOURAL EDUCATION

### Arab Countries

15. 'Ads, Mohamed, "Refining Children's Behaviour", (Tahzeeb Al-Suluk 'Ind Al-Atfaal), "Risalat Al-Mu'allim" magazine, (Teacher's Mission), 22nd year, Issue No. 3, September 1979, pp. 43-46, Ministry of Education, 'Amman (Jordan).

At the beginning of his article, the writer reviewed the theories held by psychologists and other authorities on patterns and causes of behaviour and how they relate to children's mental activity. He, then, defined the terms used by specialists in referring to behaviour patterns.

The writer then defined the roles of teachers and school mistresses in directing and correcting pupils' behaviour, whether through punishment or through encouragement incentives. The proper approach to such correction is to make use of the children's mental faculty and enable the children help themselves. Any healthy facet in the child's life should always be encouraged and due consideration should consistently be given to the child's mental and psychological development.

In the opinion of the writer, punishment should only be resorted to in specific situations. Grown up boys would receive a punishment different from that of children, he added.

In conclusion, the writer explained the approach of offering incentives to children in order to bring about changes and/or correction in their behaviour.

16. Al-Qawasmah, 'Abdul Rehim 'Umar, "Behavioural Education", (Al-Ta'leem Al-Suluki), "Risalat Al-Mu'allim" magazine, (Teacher's Mission), Jordan, 22nd year, Issue No. 4, Ministry of Education, Directorate of Public Relations, 'Amman (Jordan), December 1979, pp. 46-58.

As an introduction to his article, the writer described the obstacles encountered in university education at the beginning of each new academic year resulting from the different standards of knowledge possessed by new-comers.

Moving to behavioural education, he explained its concept, aims, justifications, principles and philosophy, and reviewed the theories of its propagators. He also explained the relationship between this type of education and educational psychology, then reviewed the research work conducted around it.

The writer then dealt with the personalized system of education, describing its concept and theories as propagated by educators, its specific characteristics and the differences between the personalized and the lecturing systems. He went on to indicate the relationships and difference, between the personalised system and behavioural education, pointing to the role of teachers and reviewing the outcome of some experiments undertaken by educators and psychologists.

Concluding his article, the writer said that the basic principles underlying personalized and behavioral education are: speed, perfection and emphasis on lecturing and on the written word. He described the role of headmasters in this respect.

## BIBLIOGRAPHICAL LISTS

### Arab Countries

17. Arab League Educational, Scientific and Cultural Organization (ALESCO), "Bibliographical Guide to Arab Intellectual Work on Social Sciences", (Al-Daleel Al-Bibliografy Lil-Intaaj Al-Fikri Al-'Arabi Fil-'Ulum Al-Ijtima'iyyah), Cairo, 1979, 760 pages.

In a foreword to this Guide, the importance of the data contained therein was emphasized, especially to researchers and students interested in Arab intellectual writings on social sciences.

An introduction followed. It explained the object and subjective, spatial, time and language limitations of the Guide. The introduction reviewed the sources from which the Guide's material was compiled and described the manner in which the Guide could be consulted. Entries were arranged alphabetically according to subject, followed by indices of authors and book or article titles, also arranged alphabetically.

Subjects covered by the Guide are: Trends, juveniles, the family, children, sexual perversion, self education, social education, education and the society, training, vocational training, woman education, the television and children, social upbringing, culture, children's culture, juvenile delinquency, student welfare service, social service in schools, nurseries, care for the juveniles, youth care, care for childhood, care for the aged, care for the handicapped, care for the blind, care for the talented, kindergartens, personality, students, social psychology, adolescence, the blind, literacy and youth clubs.

### Saudi Arabia

18. Saudi Arabia, Ministry of Education, Center of Educational Statistical Data and Documentation, "Arab Indices; A Bibliographical List of the Recent Acquisitions in the Library of Educational Documentation", (Al-Fahares Al-'Arabiyyah; Qaaimah Bibliographiyyah Bil-Muqtanayaat Al-Hadithah Bi-Maktabat Al-Wathaaiq Al-Tarbawiyyah), Riyadh (Saudi Arabia), 1979, Vol. 3, 235 pages.

Following an introduction on the value of similar bibliographical compilations to men of research and on the method used in arranging the card catalogs listed in this document, a review was made of the contents of the document and of the Dewey Decimal Classification adopted in its preparation.

Books on stack in the Library of Educational Documentation in Riyadh (Saudi Arabia) were indexed under the following general subjects: philosophy, psychology, education, general aspects of education, primary education, education in the intermediate and secondary stages, adult education and literacy, curricula, woman education, religious education, higher and university education and education and the State.

Then followed alphabetical indices arranged according to subject, author and book titles. All relevant details were set opposite each entry in these indices for the sake of easy reference.

## CHILD UPBRINGING

### Arab Countries

19. Fakkar, Rushdi, "Our Child in its International Year", (Tifluna Fi Sanatihi Al-Dawliyyah), "Al-Doha" magazine, 4th year, Issue No. 43, (July 1979), pp. 34-36.

Following a review of the developments underwent by child-care policies since the dawn of history and until the recent studies conducted by Jean Piajet, the writer described the facets of interest shown by Western civilization in childhood.

Turning to the child's rights, education and care, the writer reviewed the divine rules established in the Holy Quraan and in the Prophet's Traditions in this respect.

After drawing a comparison between the conditions of children in developed and Arab countries, the writer pointed to the psychological difficulties and social conditions of Arab children. In his opinion, solutions for these difficulties and for improving children's condition lie in compliance with the doctrines of Islam and the Quraanic method in caring for and safeguarding the lives of children. This, he concluded, would have a positive impact on the building of the Arab Nation and on its emancipation from the remnants of the past.

20. Al-Kasho, Reda, "Linguistic Description in Arabic as it Relates to Writing to Children", (Al-Wasf Al-Lughawi Lil-'Arabiyyah Wa-'Ilaqatuhu Bil-Kitabah Lil-Atfaal), "Al-Aqlam" magazine, (Baghdad), 10th year, Issue No. 3, (December 1979), pp. 38-42.

This article is concerned with the linguistic difficulties which authors of children's books in Arabic face as they attempt to use a simple language easily understood by children.

In the opinion of the writer, authors of books intended for children should always attempt to use the linguistic vocabulary already acquired from curricula and text books.

Following a comparison between Arabic and French fiction written for children, the writer said that Arabic stories, as contrasted from French stories, lack a scientific core around which the story revolves.

After reviewing the considerations authors should take into account when they write for children, the writer said that some Arab educators have compiled lists containing the basic vocabulary used by children. These are: Musa Brill's list (Jerusalem, 1940), Fakher 'Aql's list of basic vocabulary in primary reading (Damascus, 1953) and Mahmoud Rushdi Khater's list of words commonly used in Arabic. He, also, mentioned the efforts exerted in the same direction in Morocco.

In conclusion, the writer said that authors of books intended for children should make extensive use of these lists and should use common linguistic structures rather than sophisticated styles.

21. Al-Qasim, Sarah, "Alarm to Child's Parents", (Tahzeer Li-Waalidai Al-Tifl), "Majallat Al-Khedmah Al-Ijtimaa'iyyah", (Magazine of Social Service), Riyadh (Saudi Arabia), Issue No. 2, (1979), p. 199.

Commenting on parental attitudes towards children, the writer cautioned parents against telling their child that he is good for nothing. Some parents pursue wrong policies in dealing with their children, criticizing and reproaching them in such a tough manner as to make them lose confidence in themselves and drift to evil doing.

After saying that Islam is most concerned with child upbringing, she described the proper educational policies which parents should pursue in order to ensure that their children grow up normally and assume the burdens of responsibility.

## Saudi Arabia

22. "Saudi Arabia and the Problems of Childhood and Motherhood", (Al-Sa'udiyyah Wa-Qadaya Al-Tufulah Wal-Umumah), "Al-Mawqif Al-'Arabi" (Arab Situation) magazine, Cairo, Issue No. 19, (September 1979), pp. 22-25.

This article is concerned with Saudi Arabia's endeavours in the field of motherhood and childhood care.

Following an introduction on the impact of the Muslim religion on all plans devised by Saudi Arabia for caring for women and children, the article reviewed the activities envisaged in Saudi Arabia's social development plan for establishing centers of child care. Ministries participating in the supervision or funding of these centers were mentioned along with the accompanying UN programmes.

The article then reviewed the accomplishments made by these centers, such as the establishment of kindergartens and woman education classes, the extension of health services and the catering for women who have exceeded the age of education.

In conclusion, the article described the development underwent by kindergartens built by the Ministry of Education since 1390/91 A.H. (1970/71 A.D.) and described the supervisory role played by the Ministry of Labour and Social Affairs in this respect.

23. Tharwat, Sahar Ibrahim, "The Role of the Family and the Society in Protecting the Child Against Deviation", (Dawr Al-Usrah Wal-Mujtama' Fi Himayat Al-Tifl Min Al-Inhiraaf), Riyadh (Saudi Arabia), Higher Institute of Social Service for Girls, 1399 A.H. (1979 A.D.), 12 pages.

After stressing that Islam has shown great interest in children, the writer dealt with the phenomenon of deviation among children, saying that its rate varies from one society to another.

The writer then dealt with delinquent children from the legal, psychological and social points of view and indicated the impact of family ties and parents' personality on child upbringing. Here, she described the proper policy of bringing up children and touched upon the factor of bodily punishment as a corrective measure.

In the opinion of the writer, children acquire the characteristics of honesty and straightforwardness from the good examples set before them.

Concluding her article, the writer held the State responsible for looking after children in general and orphans and illegal children in particular and for supporting poor families and expanding the programmes designed to train women on their proper role in the family. By so doing, the State would be checking any deviation among children.

## The Nervous Child -
## Arab Countries

24. 'Isawi, 'Abdul Rahman, "The Nervous Child", (Al-Tifl Al-'Asabi), "Al-Doha" magazine, 14th year, Issue No. 43, (July 1979), p. 97.

This article deals with the nervous type of children. After defining a nervous child and describing his physical and emotional characteristics, the writer mentioned some of the problems caused to family members and mates as a result of the child's condition.

According to the writer, nervousness is attributed to hereditary factors, secretion disturbances of the endocrine glands and mother's nervousness. Parents' attitude in submitting to children's excessive outbursts encourage children to resort to this trick in order to realize their desires.

He went on to say that the phenomenon of a nervous child is common among three categories of children: the single child, the intelligent child and the child whose excessive energy has no escape.

Concluding his article, the writer said that children should be encouraged to use their excess energy in outlets, such as physical, sportive, recreational and entertaining activities in which they engage regularly. This would result in transforming them into positive and calm children, he added.

## Play -
## Arab Countries

25. Al-Biblawi, Viola, "Children and Play", (Al-Atfaal Wal-La'ib), "'Aalam Al-Fikr" quarterly magazine, (Kuwait), Vol. 10, Issue No. 3, (October, November and December 1979), pp. 111-152.

Following an introduction on play as a distinctive activity in the life of children, the writer reviewed the characteristics of play and indicated its value both in the child's physical and mental development and as an educational and therapeutic device.

She then reviewed the different types of play which included, inter alia, the spontaneous, dramatic, constructive, artistic recreational and athletic types. She described how a child may be educated through the so-called cultural play and how reading habits may be developed at an early age through songs and play with illustrated books.

In conclusion, the writer mentioned the factors which influence play, including the child's physical condition and mental level, sex and factors pertaining to the environment and social and cultural conditions.

A list of the reference books consulted in the compilation of her material is appended.

## Spoiling and its Impact -
## Arab Countries

26. Al-Muqayyad, Mariam, "Excessive Spoiling of and Tolerance With Children and Their Impact on the Adolescence Stage", (Al-Tasamuh Wa-Tadleel Al-Atfaal Al-Zaaid Wa-Atharuhu Fi Marhalat Al-Murahaqah), "Majallat Al-Khedmah Al-Ijtimaa'iyyah", (Magazine of Social Service), Riyadh (Saudi Arabia), Issue No. 2, (1979), pp. 223-226.

At the beginning of her article, the writer said that the individual's personality and behaviour are determined by factors of a social and environmental nature. The family has an important role to play in developing, upbringing and extending care to its members.

She then described the meaning of excessive spoiling of children or tolerance in treating them and explained the reasons behind adoption by parents of such behaviour, despite its future consequences. She cited examples of girls whose spoiled childhood reflected on their life after marriage.

In conclusion, the writer described the ideal policy of child upbringing, saying that pursuance of such policy is conducive to developing the child's personal independence upon reaching the age of adolescence.

## View of an Arab Scientist -
## Arab Countries

27. Al-Mahmah, Mustafa, "What Did Ibn 'Ardoun Say About the Upbringing of Boys?", (Maza Qaal Ibn 'Ardoun Fi Tarbiyat Al-Sibyaan?), "Al-'Arabi" magazine, (Kuwait), Issue No. 249, (August 1979), pp. 108-112.

This article is based on an Arabic manuscript entitled "Convincing Answers to Seekers of Matrimonial Ethics" (Mugni' Al-Muhtaaj Fi Aadaab Al-Zawaaj), written by the Moroccan scholar Ahmed Ibn 'Ardoun Al-Jasli who died in 1584.

According to Ibn 'Ardoun, any proper upbringing of boys should begin with their birth. For their food, boys should be entrusted to good foster mothers, their nutrition should be balanced and table manners should be taught to them at an early age.

For their health, children should be encouraged to walk, move and keep active.

And for their education, they should memorize the Holy Quraan, study the lives of virtuous men and receive disciplined education at the hands of virtuous educators.

Other educational views held by Ibn 'Ardoun were reviewed in the article.

## CHILD UPBRINGING IN ISLAM

28. Tharwat, Sahar Ibrahim, "The Muslim Child in its International Year", (Al-Tifl Al-Muslim Fi 'Aamihi Al-'Aalami), "Majallat Al-Khedmah Al-Ijtimaa'iyyah", (Magazine of Social Service), Riyadh (Saudi Arabia), Issue No. 2, (1979), pp. 146-154.

On the occasion of the International Child Year, the writer dealt with the child's position in Islam and the interest shown in Muslim children even before they are born.

In the light of the quotations cited from the Holy Quraan, she enumerated the rights established in Islam for the child, such as the right to be attributed to his parents, the right to receive breast feeding and the right of remaining in custody and guardianship.

The writer then described the requirements in an exemplary family as envisioned by Islam, saying that Islam calls for family life based on good fathers, good mothers and well-bred children.

In conclusion she emphasized that Islam urges mothers to stay at home and devote all their time and energy for the upbringing of their children.

## CHILDHOOD

### Arab Countries

29. Abu Zeid, Ahmed, "Childhood", (Al-Tufulah), "'Aalam Al-Fikr" quarterly magazine, (Kuwait), Vol. 10, Issue No. 3, (October-November-December 1979), pp. 3-12.

By way of introduction, the writer made extensive reference to the Italian educator Maria Montessori who is an authority on child upbringing and who defined the principal object of proper education.

He then said that children born in a given society and culture widely vary under the influence of different circumstances and social, economic and family experiences.

Dealing with the processes involved in social upbringing, the writer indicated the influence of both the society and the family in this respect.

Moving to the problem of child upbringing in Arab societies, he said that the rapid changes taking place and the new ideologies, philosophies and cultural trends communicated from the outside world have had their impact on this problem. The fact that mothers are going out to work and that woman emancipation movements are widespread in the Arab World have reflected on the mother's role in child upbringing, the writer added.

Dealing with the impact of TV programmes on children, he called upon educators and psychologists to study the manner in which children adjust to such programmes.

In conclusion, he expressed hope that the declaration of 1979 as the International Child Year would help improve the conditions of children in the Arab World and elsewhere.

## Educational Psychology - Arab Countries

30. Jaradat, Salem, "Early Childhood", (Al-Tufulah Al-Mubakkerah), "Risalat Al-Mu'allim" magazine, (Teacher's Mission), Jordan, 22nd year, Issue No. 3, July 1979, pp. 47-50, Ministry of Education, 'Amman (Jordan).

Following a talk on the importance and seriousness of the period of early childhood which determines one's future personality. The writer pointed to the need for providing the suitable atmosphere necessary for helping the child to grow in such period.

Moving to the innate instincts of the child during this period, he dealt specifically with the child's moods, described their kinds, indicated their impact on the child's behaviour and explained parents' attitudes towards them.

The writer went on to deal with the child's outside world and private nature and described the peculiar features of children which distinguish them from adults, then dealt with the forces which influence children's behaviour. Three of these forces are of special significance, namely: forces which undermine the child's feeling of security, others which undermine the child's self-consideration and still others which undermine the child's courage and social cohesion. After defining each of these forces, he described the elements and components of which they consist.

In conclusion, he cited the role of the home and family in the upbringing of the child in the light of the foregoing facts.

## Expressive Drawing - Arab Countries

31. "Childhood and the World of Colours; A Rare Book in Arabic for Understanding Children Through Their Drawings; Drawing to the Child Is Like Talking, An Earnest Way of Expression", (Al-Tufulah Wa-'Aalam Al-Alwaan; Kitaab Nader Bil-'Arabiyyah Li-Fahm Al-Atfaal Min Rusumuhum; Al-Rasm 'Ind Al-Tifl Kal-Kalaam, Waseelah Sadeqah Lil-Ta'beer), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 431, Teachers' Association, Kuwait, September 6, 1979, pp. 44-48.

A review is made in this article of a book written by a lady on the subject of the art of drawing among children. The books presents answers to questions like: When does the talent of drawing make appearance in the child's life? What forms of expression does this talent take? What does drawing mean to children? What attitude are parents expected to take in the face of such phenomenon and how can they promote and develop their children's talent of drawing?

The author of the book is said to have explained the importance of drawing to children and to have described the process of growth in mastering this art experienced by the child. She, further, dealt with the fashions in which children express themselves in each stage of growth and the duties borne by adults in directing and refining art talent.

In her book the author stressed the need for affording each child full freedom of expression, after having freely selected his subject in each stage of his life.

The last item covered in the reviewed book is the author's views on the duties of art supervisors in guiding talented children in each stage of growth.

## CHILDREN

### Arab Countries

32. "The Child in the Arab Fatherland", (Al-Tifl Fil-Watan Al-'Arabi), Supreme Childhood Council, "1979, The Child Year", ('Aamm Al-Tifl 1979), Cairo, 1979, pp. 7-12.

Following an introduction on the International Child Year and its main characteristics and principal object, the article pointed to the duties assumed by industrialized states in improving the standard of services extended to children in developing countries.

The article, then, reviewed a report by UNICEF on the Arab child which gave the ratio between the number of children and adults in the Arab World in 1979, related the problems from which these children are suffering and described to what degree children are deprived of care in the fields of education and health.

A review is made of Arab legislations dealing with child care and motherhood, particularly legislations governing maternity holidays. An indication is given of those Arab countries where mothers working in the government or in the public sector receive full pay during maternity holiday and of the proportion of salary paid to working mothers during maternity in the private sector.

The last item covered in this article is nurseries. It reviewed the steps taken in some Arab countries for establishing nurseries and mentioned the legislations in force in some of these countries which obligate employers to establish nurseries for the benefit of working women.

### Education and Culture - Methods -
### Kuwait

33. Ramadan, Kafiah, "Children's Cultural and Educational Programmes Are Far Removed from the Necessary Organization and Renewal of Educational Aims", (Baramej Al-Atfaal Al-Thaqafiyyah Wal-Tarbawiyyah Ba'eedah 'An Al-Tanzeem Wal-Tajdeed Al-Lazem Lil-Ahdaaf Al-Tarbawiyyah), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 444, Kuwaiti Teachers Association, Kuwait, December 13, 1979, p. 14.

In this article, the writer attempted to summarize a paper she had presented to the Symposium on Arab Child Culture.

After describing the present status of cultural and educational programmes designed for Kuwaiti children - whose ratio to the population was mentioned - the writer cited the example of radio and TV programmes and analysed their language, content and positive participation of children therein.

She then said that these programmes have underwent recent changes, especially the TV programme entitled "Open Sesame", and described the artistic techniques employed in producing TV programmes intended for children. She gave more details on the considerations observed in these programmes, the time of emission allotted for them and the bodies responsible for and taking part in them.

## Educational Psychology -
## Saudi Arabia

34. 'Abdul Salam, Farouk Sayyed, "Inventory of Social Behaviour Among Children Between 6 and 15 Years of Age", (Qaaimat Al-Suluk Al-Ijtimaa'i Lil-Atfaal Min 6-15 Sanah), by Farouk Sayyed 'Abdul Salam and Mohamed Jamil Youssef Mansur, Mecca (Saudi Arabia), Center of Educational and Psychological Research, Faculty of Education, King 'Abdul-'Aziz University, 1399 A.H. (1979 A.D.), 42 pages.

Following an introduction on the world-wide interest shown in children and on the importance of this document in diagnosing the behavioural disturbances in children's social conduct, the writers dealt with social growth, social roles and the different types of behaviour.

The main text of the document began with an explanation of the theoretical framework of the inventory list classifying social behaviour and dealt with social relationships and with the factors involved in social behaviour.

Moving to their experimental study, the writers explained the method used in selecting a standard sample among boys and girls in primary and intermediate schools and showed how the inventory list was applied to the sample.

The study revealed both the mean and deviations of the criteria and indicated the reliability and validity of the established criteria.

In conclusion, the writers explained the various usages of the inventory list and its applications.

Following a list of reference books, the writers appended twenty five statistical tables revealing the t-tests and proving the reliability and validity of the inventory list.

## CHILDREN'S BOOKS

### Arab Countries

35. El-Sharuni, Ya'qub, "Content of What is Offered to the Arab Child in the Cultural Field", (Madmoun Ma Yuqaddam Lil-Tifl Al-'Arabi Fil-Majaal Al-Thaqafi), Article in a Book Entitled "What Did They Say About the Child?", (Maza Qaalu 'An Al-Tifl), Cairo, State Information Service, 1979, pp. 3-16.

Following an introduction on the ratio between the number of children and that of adults in the Arab World and on the need for directing great attention to this large segment of the society, the writer indicated the impact of colonialism on the content of any writings intended for children in the Arab World. The society should clearly define its object from educating children, he said.

He then said that any writings intended for children should emphasize three things: that children belong to one Arab Nation, that they have a responsibility towards the society in which they live and that their creative abilities are continuously developed.

In the opinion of the writer, any foreign reading material put at the disposal of Arab children should be carefully checked to ensure their freedom from any harmful effect.

In conclusion, he said that writers, artists and supervisors who exercise any educational function in respect of children should receive thorough training qualifying them to perform their functions in educating or supervising children.

### Contents - Arab Countries

36. Abu-Rayyah, Gamal, "Cultural Books for Arab Children", (Al-Kitab Al-Thaqafi Lil-Tifl Al-'Arabi, Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), Cairo, December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 7 pages.

At the beginning of his paper, the writer reviewed the factors which influence reading, saying that in writing books for children, due consideration should be given to the fact that children are in a state of perpetual growth and development.

Pointing to the differences between scholastic text books and general cultural books he said that cultural books should have a wider readership corresponding to the large number of children up to the age of 18 living throughout the Arab World.

In the writer's opinion, cultural books intended for Arab children should be written along proper scientific standards and according to careful planning.

After classifying children's books into four categories corresponding to their age groups, the writer described the characteristics of each group and said that, despite such classification, children of all ages have common psychological needs which should receive due regard in any books issued for them.

Dealing with the content of children's books, he described the relevant exemplary and subjective input as applied to books on religion and ethics, simplified scientific theories, entertainment, play and songs, stories, myths and tales, geography, history and travel, heroes, biographies and adventure and encyclopedias, dictionaries and atlases.

Concluding his paper, the writer dealt with the physical and technical aspects of book production, such as printing, paper, illustrations, colours and layout, saying that they should be well taken care of in any books intended for children.

### Drawings - Symposia - Arab Countries

37. El-Sharuni, Ya'qub, "Illustrations in Children's Books", (Rusum Kutub Al-Atfaal), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture: Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi: Al-Kutub Al-Mouallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), Cairo, December 22-26, 1979, "Documents and Papers", (Al-Wathaiyq Wal-Dirasaat), Cairo, 1979, 15 pages.

At the beginning of his article, the writer talked on the association between children and drawings and described the developments underwent by this association until the child reaches the age of seven.

The writer went on to describe the characteristic features of children's books, saying that drawings constitute a most vital part of them. Illustrations, in the opinion of the writer, are of great significance in the pre-school age. Artists need long years of experience before mastering the art of drawing to children and in arousing their imagination through well designed pictures.

According to the writer, illustrations addressed to children are of seven kinds, each corresponding to the phase through which the child passes since he begins the fifteenth month of age and until he completes the fifth year of age. The writer described the features of illustrations appealing to each phase. As a rule, all pictures addressed to children, should be simple, clear and beautifully coloured, he added.

The last item dealt with in this paper is the ratio between illustrations and written texts in children's reading literature.

### Importance -
### Arab Countries

38. Arab Broadcasting Union, Secretariat-General, "Children's Books in the Age of Audio-Visual Media", (Kutub Al-Atfaal Fi 'Asr Al-Wasaaiyl Al-Sam'iyyah Wal-Basariyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), Cairo, December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 8 pages.

At its outset, the paper reviewed the impact of the invention of the printing press and of the widespread printed word on artists and writers in expressing their ideas. It reviewed the developments underwent by the printing press eversince the Seventeenth Century and indicated how important the printed word is to children. Thanks to the printing press, writing for children has increased tremendously since the Nineteenth Century, the paper added.

Moving to books produced for children, the paper dealt with the types of books already produced and with the types which should be produced and which possess the power of forcing themselves on the children's natural educational environments.

The paper then dealt with the phenomenon of school graduates who, as a result of the teaching methods followed thereat, are either disinterested in reading or are not serious or steady readers.

In conclusion, the paper called for a thorough understanding of the various stages of childhood so as to tailor reading material to the conditions and needs of each stage.

## Present Status -
## Arab Countries

39. Youssef, 'Abdul Tawwab, "Arab Children's Books; An Attempt to Review the Present Status", (Kitab Al-Tifl Al-'Arabi; Muhawalaat Li-Isti'raad Al-Wad' Al-Rahen), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), Cairo, December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 17 pages.

After stressing the importance of newspapers and books in spreading general knowledge, culture and education, the writer reviewed statistics on children's books in Arab Countries. These statistics reveal that interest in children's literature varies from one country to another. For the sake of his research, the writer classified Arab Countries into three categories, namely: a category which has not as yet ventured on publishing books for children, a category whose contributions in this respect have been modest and a category which has been most productive in issuing children's reading material.

The writer went on to review the areas covered by children's books, whether available in private libraries or in public or school libraries. He, further, reviewed the specifications of children's text books as adopted by the 1959 Fourth Cultural Conference held in Damascus and recommended that these specifications be observed in any books of civics written for Arab children.

As for the aims pursued by writers in preparing books for children, the writer said these books should promote religious values, spread scientific culture, enhance literary interests and avoid any bad influence on children.

The last item covered in his paper is the marketing of children's books. He stressed the need for Ministries of Education and children's organizations in the Arab World to purchase sizeable quantities of these books as a sign of encouragement to authors and publishing houses.

## Production

40. Fahim, 'Adli, "Illustration and Production of Children's Books", (Rasm Kitab Al-Tifl Wa-Ikhrajuhu), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), Cairo, December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 9 pages.

At the beginning of his article, the writer emphasized the importance of art education in refining man's behaviour and the importance of responding to children's feelings.

Talking on the art instructor, he said that such an educator should be able to understand the children's language and to express in illustrations any ideas, situations and personalities contained in children's reading material.

Likewise, an artist should thoroughly understand the features of growth in every stage of the child's life. Any illustrations drawn for children, should give due regard to the characteristics of each stage. This applies to children up to the age of twelve, he said.

In conclusion, the writer dealt with the artistic production of children's books, saying they should be subjected to meticulous care as to the quality of paper, type face, size, artistic production and calligraphy.

## Psychological Impact
## Arab Countries

41. Kamel, Fayzah 'Ali, "Book's Psychological Impact on the Child", (Al-Athar Al-Nafsi Lil-Kitab 'Ala Al-Tifl), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafât Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), Cairo, December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 9 pages.

After emphasizing the importance of the pre-school period in the life of a child, the writer said that during that period, the children are exposed to the psychological impact of books. The mere skimming through a book, impresses on the child a feeling of admiration for the book, a desire to learn the language and a sharp power of observation.

She then described the results of training children on reading aloud, seeing pictures and examining printed words, saying that this would generate in the child interest in and attachment to books.

The book's psychological impact on children in the primary, preparatory and secondary stages was also traced by the writer who devised some measures whereby children and adolescents would be encouraged to acquire books.

In the opinion of the writer, a psychological impact is left, whether the child has good or bad association with books.

Concluding her article she said that teachers and librarians are required to collaborate in training children on how to use the library and should realize the importance of setting a good example before the child and adolescent if they want them to develop love for reading.

## Status -
## Arab Countries

42. Youssef, 'Abdul Tawwab, "The World Map of Children's Books and the Arab Fatherland's Place Thereon", (Kharitat Kutub Al-Atfaal 'Aalamiyyan Wa-Mawqi' Al-Watan Al-'Arabi 'Aalaiha), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), Cairo, December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 9 pages.

Following an introduction on the symposia held in Baghdad (Iraq) on the occasion of the International Child Year, the writer reviewed the condition of children's books in the Arab World since the death of Kamel Kilani in 1959 and until 1979 and compared the number of children's books per head in Egypt and in Belgium, concluding that the share of Egyptian children is considerably low.

He, further, reviewed statistics on the number of books issued annually in the United States, the USSR and India and showed the progress achieved in establishing children's libraries in the United States and Popular China.

After commending the efforts made by Kamel Kilani in translating books for children and by Dar Al-Fata Al-'Arabi in publishing Arabic books for the benefit of Arab children, the writer concluded saying that a National Organization should be established at Arab level for publishing children's literature.

### Symposium -
### Arab Countries

43. "Regional Symposium on the Production and Distribution Problems of Arabic Books; Main Topic: Children's Books", (Al-Halqah Al-Dirasiyyah Al-Iqlimiyyah 'An Mushkilaat Intaaj Wa-Tawzi' Al-Kitab Al-'Arabi; Al-Mawdou' Al-Raaeesi: Kitab Al-Tifl), Cairo, January 29 - February 1, 1979, Cairo, Arabic Book Promotion Center, General Egyptian Book Organisation, 1979, 214 pages + 11 English pages.

An account is given in this document of the Regional Symposium held to discuss the problems of producing and distributing Arabic books. The full texts of the speeches delivered in the inaugural session by the representatives of the General Egyptian Book Organization, ALESCO and UNESCO were reproduced, followed by a listing of all delegations taking part in the Symposium.

The document also contains the papers presented at the Symposium on the following subjects: laws governing the depositing of books with public libraries at Arab level; quantitative and qualitative improvement of the manpower necessary for promoting the book industry; copy right information banks; problems of marketing books in the Arab World; joint publishing ventures and children's culture; production of children's books; inclusion of children's books in the production programmes of publishing houses; religious books intended for children;

the child and the book; the development of children's books; the child and reading; and, lastly, youth organizations and their duty with respect to children's books.

In conclusion, the document reviewed the Symposium's final recommendations and appended a summary in English of the Symposium's topics, discussions and recommendations.

## CHILDREN'S BOOKS AND MAGAZINES

### Relations - Arab Countries

44. Rashed, Nutaila, "Child's Magazines as Related to Child's Books", (Al-'Ilaqah Bayna Sahafat Al-Tifl Wa-Kitab Al-Tifl), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture: Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Mouallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), Cairo, December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 16 pages.

As an introduction to her paper, the writer said that the cultural progress of any society is measured by the degree of rights and privileges which its children enjoy. Other factors, such as the physical, physiological and cultural, each plays its respective role in the development of man from his early childhood, she said.

Moving to children, the writer noted that their first experience with reading material is usually characterized with a desire to tear up and disorderly turn up pages. The home assumes the prime responsibility of making the child interested in books and in reading, she added.

After describing the stages through which the child passes as he develops the habit of reading, the writer described the changes underwent by the journalistic art and underlined the importance and serious impact of magazines and newspapers on the children they entertain and educate.

Concluding her paper she observed that three different standards of the Arabic language are in use: one is used in newspapers, a second in books and the third in the community. Any attempt made to bridge the gap between these different standards would be beneficial to children, the writer said.

## CHILDREN'S CULTURE

### Arab Countries

45. "Recommendations of the Symposium on Arab Child Culture; Eleven General Recommendations and Six Recommendations Addressed to the Arab League Educational, Scientific and Cultural Organization (ALESCO)", (Tawsiyaat Al-Halqah Al-Dirasiyyah Li-Thaqafat Al-Tifl Al-'Arabi; 11 Tawsiyah 'Aammah Wa 6 Tawsiyaat Muwajjahah Ila Al-Munazzamah Al-'Arabiyyah Lil-Tarbiyah Wal-Thaqafah Wal-'Ulum), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 445, Kuwaiti Teachers Association, Kuwait, December 20, 1979, p. 8.

A review is made in this article of the recommendations adopted by the above-captioned Symposium held in December 1979 in Cairo pursuant to a resolution by the Arab League Educational, Scientific and Cultural Organization (ALESCO).

These recommendations fall into two categories: general recommendations which deal with the endeavours exerted by Arab specialists and experts in the area of child culture, the linking of contemporary Arab culture to educational programmes, the production of cultural books jointly between Arab Countries, the translation of material for children's culture, the preparation of a vocabulary for Arab children and the inclusion of Arab heritage and religious subjects in children's cultural books, apart from other recommendations on the Palestinian child and Arab universities.

The second category of recommendations is addressed to ALESCO for establishing an office for children's culture, organizing an annual contest between children, implementing the recommendations adopted by Arab symposia in this respect and issuing a magazine for children.

46. "Symposium on Arab Child Culture", (Nadwat Thaqafat Al-Tifl Al-'Arabi), Cairo, December 22-26, 1979, "Symposium's Activities", (A'maal Al-Nadwah), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), Cairo, December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 8 pages.

This document constitutes a report on the activities of the above-captioned Symposium organized by the Arab League Educational, Scientific and Cultural Organization (ALESCO).

Following an introduction on the degree of interest in children's culture shown by ALESCO, the report reviewed the activities of the Symposium which dealt, inter alia, with the subject of children's culture outside the school.

After describing the preparations made for the Symposium, the report reviewed the different papers presented on the problems involved in children's books on the following topics: Arab endeavours in the field of child culture; the present status of books intended for the Arab child; the child and reading; the artistic features of children's books; folklore as a source of material for children's books; illustration and production of children's books; and, lastly, economies of children's books.

Organizations taking part in the Symposium were listed, being: ALESCO's experts, the General Egyptian Book Organization, the Center for Studies on Childhood in 'Ain Shams University, the Faculty of Girls of 'Ain Shams University, the Center for Children's Culture, the National Center for Social and Criminal Research, the Television Organization of the Arab Republic of Egypt, the Arab Broadcasting Union and UNICEF.

## Efforts -
## Arab Countries

47. Youssef, 'Abdul Tawwab, "Arab Endeavours in the Field of Children's Culture", (Al-Juhud Al-'Arabiyyah Fi Majaal Thaqafat Al-Tifl), Arab League Educationa, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), Cairo, December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 15 pages.

Following a historical synopsis on the culture of Arab children and on the link between the school and the home, the writer listed the institutions and agencies which the society created for the benefit of children, saying that in the Twentieth Century, a trend has appeared calling for a closer link between these institutions and agencies.

The writer went on to review the positive steps taken eversince the 1920s in the field of children's culture and explained the impact of this culture resulting from the cultural crisis and retardness suffered by the Arab World.

In the opinion of the writer, the school, children's magazines, mass media, the radio and TV and the theatre and the cinema, have a role to play in children's culture.

Schools are expected to preserve the society's cultural heritage, refine and renovate culture, create a cultural coherence and simplify cultural content.

Mass media are, in turn, expected to promote child culture.

Children's magazines in Arab Countries assume a heavy responsibility in promoting culture among children. The same applies to children's programmes on the radio and TV.

In conclusion, the writer dealt with the conditions and future of children's culture in each Arab country separately.

## Seminars and Symposia -
## Arab Countries

48. Arab States Broadcasting Union, "Review of Arab States Broadcasting Union's Endeavours in the Field of Children's Culture", ('Ard Li-Juhud Ittihad Iza'aat Al-Duwal Al-'Arabiyyah Fi Majaal Thaqafat Al-Atfaal), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Mouallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 5 pages.

This document consists of a report on three Symposia held by the Arab States Broadcasting Union on the subject of children's culture. In their chronological order, the Symposia are: the 1971 Symposium on Children's Audio-Visual Broadcasting Programmes, the Symposium on Children's Programmes on Arab TV Stations held in Baghdad between December 17 and 21, 1978 and the Training Workshop on Children's Radio Programmes held at the Broadcasting Training Institute in Baghdad between March 3 and 14, 1979.

The document also reported on the papers submitted, the activities conducted and the recommendations adopted in each Symposia, listed the organizations which took part in each and described the Union's endeavours in carrying out the Symposia's recommendations.

## CHILDREN'S EDUCATION

### Acting -
### Arab Countries

49. Kurumi, 'Awni, "Dramatics in Kindergartens", (Al-Tamtheel Fi Riyad Al-Atfaal), "Al-Aqlam" magazine, (Baghdad), 15th year, Issue No. 3, (December 1979), pp. 12-18.

This article deals with dramatics in kindergartens, with children's comprehension of the art of acting as distinguished from play, with the benefits gained by children from engaging in this activity, with the conditions required in a successful theatrical performance and with the characteristics of art advisers in schools.

After explaining the concepts of theatre, acting, play and imitation, the writer said that children in kindergartens should be encouraged to take part in acting on the school theatre. This, in his opinion, would help the child develop his ability, do some active rôle, express himself, utilize his senses, intensify his imagination, afford him an opportunity of collaborating with others in team work and acquire new words and expressions.

The writer, then, explained how supervisors of artistic activities in kindergartens may help in bringing about successful performances and in training children on using their imagination and expressing their feelings.

A bibliographical list is appended.

### Environment Impact -
### Arab Countries

50. Haqqi, Ulfat, "Child Culture", (Thaqafat Al-Tifl), "'Aalam Al-Fikr" quarterly magazine, (Kuwait), Vol. 10, Issue No. 3, (October-November-December 1979), pp. 53-72.

At the beginning of her article, the writer related the story of a child who was found in a jungle by some hunters and who lacked any social experience, education, training or general knowledge. Through education and training, this primitive boy could, eventually, develop into a human being.

She concluded from the above story that man is the product of education and social experience, apart from the influencing factors of heredity and environment.

This, in her opinion, places a heavy responsibility on the parents and the society in offering healthy culture to children and in checking the child's behaviour and emotions.

## CHILDREN'S GROWTH

### Arab Countries

51. UNESCO's Regional Educational Office in Arab Countries, "The Child and its Growth from Birth to the Age of Six", (Al-Tifl Wa-Numuwwuhu Min Al-Mawled Ila Sinn Al-Sadesah), Beirut, (Lebanon), 1979, 95 pages.

By way of introduction, this document mentioned the ratio between children under the age of six and the total population and indicated the family's importance to the child in this age category.

Then followed the document's text divided into three parts:

Part 1 dealt with the child's early years and the developments underwent by it from birth to the age of six, especially as to growth, recognition of people and the environment and the impact of living conditions on growth.

The second part dealt with the obstacles to healthy growth, principally mal-nutrition, accidents, behavioural disturbances, social environment and loss of one parent.

The third part dealt with the need for improving the child's physical health and for helping children grow mentally and socially.

The activities and recommendations of a panel held in Paris between January 5 and 9, 1976 on pre-school education as the first stage of lifetime education are appended to this document.

## Educational Psychology -
## Arab Countries

52. Mansur, Tal'at, "Intensification of Children's Growth", (Tansheet Numuww Al-Atfaal), "'Aalam Al-Fikr" quarterly magazine, (Kuwait), Vol. 10, Issue No. 3, (October-November-December 1979), pp. 153-192.

Following an introduction on development as a progressive process of growth, the writer dealt with children's mental development in the light of three processes, namely: the process of absorbing existing human experience, the process of formulating functions and the process of forming mental faculties.

After explaining the driving forces behind the progressive process of development, the writer talked on children's development through making good use of the types of activities in which they engage, such as play and action.

He, then, reviewed some research on the relationship between education and human development, saying that developmental psychology has a role to play in the Arab society where new concepts, ideas and experiences of development should be adopted.

The writer appended a list of Arabic and foreign books consulted during his research.

## CHILDREN'S LITERATURE

### Arab Countries

53. Al-Safadi, Bayan, "The Child's Poem", (Qasidat Al-Tifl), "Al-Aqlam" magazine, (Baghdad), 15th year, Issue No. 3, (December 1979), pp. 45-54.

This article is concerned with children's songs in Arab Countries.

The writer began by saying that eminent Arab poets in the past used to compose songs in classical Arabic for children, leading among whom are Ahmed Shawqi, Al-Harawi, Kamel Kilani, 'Ali Fikri and Mohamed 'Othman Galal.

In our days, children's songs are composed in colloquial Arabic and are heavily influenced by the new trends of cultures, the writer said.

He then drew a comparison, content-wise, between the old and new songs and expressed regret that children's magazines in Iraq, Syria and Tunisia have no place for songs.

## Basics -
## Arab Countries

54. El-Sharuni, Ya'qub, "Characteristics of Writing Artistically for the Child and Selecting Suitable Stories", (Muqawwimaat Al-Kitabah Al-Fanniyyah Lil-Tifl Wa-Ikhtiyaar Al-Qissah), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture, Books written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 5 pages.

At the beginning of his article, the writer reviewed some methods whereby children could be trained to develop the habit of reading, saying that proper counselling and guidance should follow the reading of any story by a child.

In the opinion of the writer, great care should be exercised in selecting stories for children. These stories should be suitable as to content and length, should leave no wrong impression about the realities of life, should avoid any glorification of violence as a means for solving problems, should create no sympathy for evil, should desist from mocking or discriminating on grounds of colour and should not arouse the child's fears.

Concluding his article, the writer said that every effort should be made to ensure that stories selected for children are of a literary, artistic or scientific nature and emphasize morals, rules of conduct, religious values and the sense of responsibility.

55. Naguib, Ahmed, "Basics of Artistic Writing for Children", (Muqawwimaat Al-Kitabah Al-Fanniyyah Lil-Tifl), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), Cairo, December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 37 pages.

Following an introduction on children's fiction, the writer indicated the importance of realizing an integration between the writing of a story and its production in the form of a book.

Reviewing the principal considerations which should be taken into account when writing for children, the writer mentioned in particular sets of considerations dealing with education, psychology, literature and art.

In elaborating on the literary considerations which enter into the process of writing stories for children, he indicated what is meant by the story's principal theme and pointed to the sources from which ideas are derived for children's stories. Here, he described what is meant by the building of a story and its plot.

The writer then reviewed the stages through which the child passes in his literary development, moving from the simple stage of fables to the more advanced stages of simple, advanced and developed plots.

As for the personalities featured in stories, they should be distinct and clear cut, he added.

Dealing with the steps involved in story writing, the writer said that any author of a book intended for children should take into account the elements of language, child's vocabulary and the forms of expression in colloquial and classical Arabic.

The writer concluded his article stressing the need for more research on children's reading material.

## Fables -
## Arab Countries

56. Subaih, Mahasen Ahmed, "The Fable and the Child", (Al-Haddutah Wal-Tifl), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 23 pages.

By way of introduction, the writer indicated the importance of folklore in children's literature and reviewed some types of literature which are most appealing to children.

After distinguishing between a fable and a story, she indicated how fables are narrated, the most suitable time for their narration and, also, the most suitable time for reading stories intended for children.

Reviewing the kinds of fables used in educating children, the writer said that fables are either based on true stories or are intended to dramatize heroism, nationalism, adventure, love, idealism and sacrifice.

As for the characteristics which fables should possess, the writer mention that they should appeal to children's interests, have a bearing on their lives and environment, be written in simple and clear style and conform to the society's general principles. It is also preferable to include some scientific knowledge in fables and to tailor fables according to children's different stages of development.

The writer ended her article with a set of recommendations and a bibliographical list of reference material on radio and folklore stories.

57. As'ad, Samia Ahmed, "The Child and Imagination", (Al-Tifl Wal-Khayaal), "Al-Aqlam" magazine, 15th year, Issue No. 3, (December 1979), pp. 32-37.

At the beginning of her article, the writer defined imagination and imaginary stories and indicated the difference between imaginary and realistic stories.

She went on to comment on the child's psychology and to what extent imaginary stories appeal to the child's psychological needs.

After explaining the technique employed in imaginary stories, the writer described the whole setting needed in such stories, consisting of some imaginary location, animals, birds, seas, adventure, mystery and the like.

She drew a comparison between old and modern stories and between writing for children and adults, then described the imaginary scientific stories intended for children, only to conclude that writing for children is attended with many difficulties.

## Folklore -
## Arab Countries

58. El-Gohari, Mohamed, "The Child and the Folklore", (Al-Tifl Wal-Turaath Al-Sha'bi), "'Aalam Al-Fikr" quarterly magazine, (Kuwait), Vol. 10, Issue No. 3, (October-November-December 1979), pp. 15-52.

At the outset, the writer explained folklore's attitude towards children from the time they are born, then described what is meant by childhood and reviewed some popular beliefs connected with children. These beliefs revolve around the dangers surrounding the child as an embryo, as an infant and as a lad.

He then dealt with the popular medicine known as the Arab medicine of herbalism and described the formulae of herbs applied to sick children.

The writer, also, reviewed the popular customs and traditions connected with children, such as celebrating the seventh day after the child is born and jubilating over the naming and circumcision of the child, apart from celebrating the child's birthdays and the firsts in his life.

After describing the manner in which the child takes part in feasts and occasions and the type of education given to the child, the writer concluded by talking on folklore in the life of children manifesting itself in songs, quizzes and popular games.

59. El-'Anteel, Fawzi, "Egyptian Folklore as a Source for Children's Books", (Al-Turaath Al-Sha'bi Ka-Masdar Li-Kitaab Al-Tifl), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 14 pages.

As an introduction to his article, the writer described the concept of folklore and indicated to what extent children are fond of folkloric stories. After describing these stories, he said that they differ from one place to another characteristic-wise.

He then reviewed the kinds of folkloric stories, indicated their importance to children whether in early or late childhood and reviewed a variety of folkloric material which represent a rich source for writing books designed for children. Stories appealing to children include imaginary journeys, popular fighting, folkloric stories, tales of wonders and fables revolving around animals. He indicated the style most suitable for writing stories based on folkloric heritage. One important condition to be observed is to tailor such literature to the specific needs of each age group, he said.

In the opinion of the writer, Arab literature is full of tales featuring animals which could be drawn upon in writing folkloric stories. Arab literature is also rich in anecdotes and humours situations which could, in turn, be exploited in folkloric writings, he concluded.

## Plays -
## Arab Countries

60. El-Ma'doul, Fatemeh, "Plays to be Read by Children", (Masrahiyyat Al-Tifl Al-Maqrouah), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 5 pages.

The writer started by saying that Arab children, to the contrary of European and American children are not taught how to read written plays. Plays of this kind should be written in a simple dialogue and should be either genuinely written for children or adapted from plays addressed to adults.

In the opinion of the writer, reading plays help the child learn conversation, enlarge his vocabulary of the language, enlighten him on his national heritage and history, preparing him for the more sophisticated dramatics and creating in the child the habit of positive reading.

Concluding her article, she said that the theatre in Arab Countries is poor, which justifies the presentation of plays in a written rather than acted form.

## Stories

61. Al-'Aani, Shugaa', "Children's Stories: Examples and Applications", (Qasas Al-Atfaal; Namazij Wa-Tatbeeqaat), "Al-Aqlam" magazine, (Baghdad), 15th year, Issue No. 3, (December 1979), pp. 4-11.

Following an introduction on his method of elaborating this article, the writer divided it into two parts.

The first part is a theoretical one. Here, he explained the artistics facets of stories, the process of receptiveness among children, the reading material intended for children, with emphasis on stories and the types of stories most appealing to boys and to girls.

Indicating the benefits derived by children from reading stories, the writer mentioned that stories enrich their moral values, develop their social personality, entertain them and satisfy their inclination to play.

Part 2 is an applied one. Here, the writer studied samples of stories and pointed to their weak and strong points as to narration, events, personalities and plot.

A bibliographical list was added at the end of the article.

## Stories -
## Arab Countries

62. 'Atiyyah, Ahmed Mohamed, "Zakariyya Tamer and Stories Written for Arab Children", (Zakariyya Tamer Wa-Qasas Atfaal Al-'Arab), "Al-'Arabi" magazine, (Kuwait), Issue No. 248, (July 1979), pp. 110-115.

This article is concerned with children's stories originally written in Arabic or translated into it.

Following a review of some of the Arabic stories which Arab children are reading and which, in the writer's opinion, have had harmful effect educationally and linguistically and a review of "Superman" stories with all their foreign values and meanings which invade the Arab child, the writer praised the constructive role played by the Syrian writer Zakariyya Tamer whose stories intended for Arab children emphasize Arab heritage, values and realities and inculcate in children love for their Fatherland, mother tongue and Arabic literature. They also develop their literary taste.

By way of illustration, the writer cited Tamer's stories featuring the Palestinian and emphasizing other Arab nationalist themes.

### Stories - Palestine

63. Youssef, Youssef, "Palestinian Fiction and the Child", (Al-Qissah Al-Filastiniyyah Wal-Tifl), "Al-Aqlam" magazine, (Baghdad), 15th year, Issue No. 3, December 1979, pp. 19-25.

By way of introduction on Palestinian fiction designed for Palestinian children, the writer said that the late writer Khalil Al-Sakakini is the legitimate father of such literature. He reviewed the features and characteristics of Sakakini's writings and indicated to what extent they appealed to and around interest of Palestinian children.

He then said that stories written for Palestinian children are comparatively small in number. Nevertheless, he described the general features of the existing literature and classified it into three trends: stories emphasizing the revolutionary trend and highlighting the struggle with the enemy, stories dealing with the realities of social conditions and prevalent values and stories emphasizing the Islamic trend and drawing heavily on Islamic history.

After analysing the three trends, the writer concluded by showing how the Palestine cause figured out in these writings.

## CHILDREN'S READING MATERIAL

### Arab Countries

64. El-Sharuni, Ya'qub, "The Child and Reading", (Al-Tifl Wal-Qiraah), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), Cairo, December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 13 pages.

As an introduction to his article, the writer stressed the importance of reading in man's life, saying that reading habit should be developed in children as early as the pre-school age. Books designed for children should possess the distinguishing characteristics of beautiful illustration, interesting narration and careful choice of language, he said, adding that every word used in children's books should be so intelligently selected as to suit the particular age in question.

According to the writer, there are seven phases through which a child in the pre-reading stage passes before learning how to read. These are: the manual handling of a book, the pointing to pictures, the naming of objects, the longingness for concise stories, the search for meanings, the narration process, the observation of the printed words and the desire to enjoy other people's company in admiring a book.

The writer then dealt with children's behaviour at the time of learning how to read and the proper approach towards interesting children in books and causing them to get attached to them.

Moving to the post-reading period, he said there are four phases through which the child passes, namely: the phase of acquiring the basic habits of reading, the phase of rapid improvement in mastering basic reading skills, the phase of widening the scope of reading and the phase of maturity.

After explaining the procedure for dealing with children deprived of the pre-reading experience, the writer concluded saying that children's libraries play an important role in the life of the child and every effort should be made to ensure that books are attractively display in children's libraries.

## CHILDREN'S READINGS

### Arousing Interest -
### Arab Countries

65. El-Habashi, Malihah Ahmed, "Arousing Child's Interest in Reading and Writing", (Tashweeq Al-Tifl Lil-Qiraah Wal-Kitabah), "Majallat Al-Khedmah Al-Ijtimaa'iyyah", (Magazine of Social Service), Riyadh (Saudi Arabia), Issue No. 2, (1979), pp. 194-199.

As an introduction to her article, the writer stressed the importance of reading to children, saying that great care should be exercised in the production of the suitable book for the suitable age.

Dealing with play, she said that it constitutes an important element in the child's life and mental development. Some types of play are especially recommended because, through them, the child can learn how to read.

In the opinion of the writer, children begin to show interest in books, especially illustrated books, as early as the age of 2 and 3. It is, therefore, necessary to put out carefully-designed books with the assistance of which children could learn the names of articles and exercises talking.

According to the writer, children at the age of 5 or 6 are inclined to express and assert themselves. Parents should consistently encourage them to express themselves in terms of language.

Two organs are necessary in arousing child's interest in reading, namely illustrated magazines addressed to children and children's libraries. Both organs should receive the necessary attention on the part of the society, the writer concluded.

## CHILDREN'S RIGHTS

### Kuwait

66. El-Sayegh, Hussein, "The Child's Right to Education", (Haqq Al-Tifl Fil-Ta'leem), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 441, Kuwaiti Teachers Association, November 22, 1979, p. 49.

Seizing the opportunity of the International Child Year, the writer commented on the provisions contained in the Kuwaiti Constitution, prescribing free compulsory education for all Kuwaitis, punishing parents who are guilty of neglecting their children's education and providing compulsory education for the handicapped among Kuwaitis.

In this connection, the writer mentioned that the intermediary certificate, formerly granted to graduates of the intermediary stage following the primary one, has been abolished. He discussed the problem faced by holders of the abolished certificate in securing jobs with the Government and private organizations and proposed a solution for this problem.

The writer went on to say that the penalties prescribed in the Kuwaiti Constitutions for parents who fail to send their children to school, whether of the Kuwaiti nationality or any other nationality living in Kuwait are not adequate for putting an end to this practice.

In conclusion, he dealt with the handicapped whose right to compulsory education is established in the Kuwaiti Constitution but who fail to secure employment with business concerns. He pointed to the role of the Kuwaiti Ministry of Education in taking up this problem.

### Islamic Shari'ah

67. "Child's Rights in Islamic Shari'ah", (Huquq Al-Tifl Fil-Shari'ah Al-Islamiyyah), "The UNESCO and the Arab Republic of Egypt", (Al-Unesco Wa-Jumhuriyyat Misr Al-'Arabiyyah), Cairo, 17th year, Issue No. 3 & 4, (1979), pp. 10-12.

An attempt is made in this article to explain the rights of the child as are safeguarded in Islam, in recognition of the fact that the child is a human being created by God.

Even long before the child is born, Muslim men are directed by their religion to exercise great caution in selecting their wives, because such selection would eventually reflect on the upbringing of children.

According to the article, Islam protects the child's rights to nutrition, clothing, upbringing, expenses and education. Even the name given to a child is a matter of concern in Islam.

The article is full of citations from the Holy Quraan, the Prophet's Tradition and Muslim scholars to substantiate the arguments propounded.

## COMPREHENSIVE SCHOOLS

### Jordan

68. Al-Masri, Munzir, "The Comprehensive Secondary School in Jordan", (Al-Madrasah Al-Thanawiyyah Al-Shamilah Fil-Urdun), 'Amman (Jordan), Ministry of Education, 1979, 6 pages.

Following an introduction on the bases for any sound planning dealing with the secondary stage of education and on the developments underwent by education in Jordan, the document described the aims sought from secondary education and stressed the need for effecting a reconsideration of the structure, curricula and policies of the secondary school.

Moving to the experiment of the comprehensive secondary school in Jordan, the document related its history since it has started in 1975, reviewed the major characteristics of the existing comprehensive schools in Jordan and indicated the bases for combing specialized vocational education and academic education, the bases for guiding pupils on the type of education most suited to their respective aptitudes and the steps to be taken in admitting pupils to comprehensive secondary schools.

In conclusion, the document explained why the system of comprehensive secondary schools is a good substitute for both the traditional academic and the specialized technical secondary education.

A diagram showing the structure of the comprehensive secondary school in Jordan is published in the document.

## COMPULSORY EDUCATION

### Arab Countries

69. El-Sebaei, Iglal, "A Study on the Age of Commencing Compulsory Education and its Duration in Some Countries of the World", (Dirasah Hawla Sinn Bad' Al-Ilzaam Wa-'Adad Sanawatihi Fi Ba'd Duwal Al-'Aalam), Cairo, Educational Documentation and Information Agency, National Center of Educational Research, 1979, 18 pages.

In this study, the writer attempted to survey the practice of Arab and foreign countries in determining the age at which children become liable for commencing compulsory education.

Following an introduction on the degree of interest in education shown by different countries, the writer said that many of them make provision in their constitutions and laws on the age at which children become subject to compulsory education.

The survey she had undertaken revealed that the practice in foreign and Arab countries varies. Some countries fix the age at eight or more, some at six or seven while others specify no age.

Concluding her study, the writer made some remarks on the impact of colonial rule and socio-economic conditions on the duration of compulsory education and also the impact of the cultural and social standard in some countries of the Arabian Peninsula on compulsory education.

## EDUCATION

### Kuwait

70. State of Kuwait, Ministry of Education, Public Relations Controller, "Annual Report for 1978/79", (Al-Taqreer Al-Sanawi Li-'Aamm 1978/79), Kuwait, 1979, 223 pages.

This document, consisting of five parts, is a report on education in the State of Kuwait in the academic year 1978/79.

In Part 1, a review was made of the developments underwent in 1978/79 by kindergartens, primary, intermediate and secondary education, the religious institute, libraries and private schools. Statistical tables appearing in this Part showed the progress in the number of pupils, teachers and school buildings.

The second part is concerned with the developments underwent during the same year by technical and vocational education, institutes of special education and adult education centers.

Part 3 dealt with the major accomplishments in the field of educational planning, the activities of curricular research centers, the cultural relations and the educational aids, all in the year under review.

The fourth part deals with the major changes and renovations introduced on the administrative organization, legal affairs, public relations and financial and nutritious matters relative to education in 1978/79.

Part 5 is devoted to a review of the developments encountered in social services, examinations, student welfare, extracurricular activities, physical education, boy scouting and the scientific museum during the year under discussion.

71. Shaikh Al-Ard, Tayseer, "Education for Wisdom", (Al-Tarbiyah Min Ajl Al-Hekmah), "Al-Mu'allim Al-Arabi" magazine (Arab Teacher), Damascus (Syria, 32nd year, Issue No. 7, Ministry of Education in Damascus, July 1979, pp. 484-508.

As an introduction to his article, the writer talked on wisdom across the ages, indicated how communities received it and indicated the relationship between wisdom and philosophy, citing in this respect quotations from scholars.

He went on to identify wisdom, explain its meaning, indicate its indispensability, relate its history and development, explain its function in the society and determine its place vis-a-vis education.

Dealing with wise educator, he described his mental, psychological, social and personal traits and indicated how wise men are bred in a given society.

Concluding his article, the writer dealt with the present circumstances of education, the condition of teachers, the value of knowledge in education and the attitude of the educator towards education.

72. 'Abdul Jalil, Hussein, "The Rule and the Target; How to Realize Educational Targets in the School?", (Al-Qaa'idah Wal-Hadaf; Kayfa Yumkin Tahqeeq Al-Ahdaaf Al-Tarbawiyyah Dakhel Al-Madrasah?), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 438, Kuwaiti Teachers Association, Kuwait, October 25, 1979, pp. 18-21.

In this article, which combines interviews with educators, pupils and gifted pupils of both sexes and observations in schools, the writer attempted to describe the characteristics of an exemplary school system and to determine the factors contributing towards the realization of exemplary education.

Towards this end, he probed the causes of success in school administration and of excellence in academic work. In this connection, he reviewed the opinions expressed by teachers on the different curricula of Arabic, English, sciences and civics.

The writer, further, interviewed gifted pupils of both sexes in order to determine the causes behind their distinction, such as the number of hours devoted to home work, the attitude of their parents towards them and the kind of hobbies they prefer.

Concluding his article, he posed some questions on the criterion whereby all schools would be transformed into exemplary schools. Characteristics and features of model schools were also described.

## Bibliographical Lists -
## Saudi Arabia

73. Saudi Arabia, Ministry of Education, Center of Educational Statistical Data and Documentation, "Essays and Articles in the Collection of Arab Educational Magazines on Stack at the Library of Educational Documentation; Index of Subjects", (Abhaath Wa-Maqalaat Majmou'at Al-Majallaat Al-'Arabiyyah Al-Tarbawiyyah Bi-Maktabat Al-Wathaaiq Al-Tarbawiyyah; Kashshaf Mawdou'i), Riyadh (Saudi Arabia), 1979, No. 1, (in 3 parts).

This document is arranged in three parts. Parts 1 and 2 contain an index of the subjects dealt with in educational magazines, while the third is an index of the writers and authors.

Following an introduction on the three types of educational magazines and periodicals (general, specialized and news magazines) the document commented on the research and news dealing with educational subjects and published in non-educational magazines. It, then, indicated the importance of indexing these publications in order to render the task of students and men of research easy. Some guidelines followed on how to use the index.

The text of the document contained a list of the magazines and publications indexed, a list of the subjects covered together with the relevant bibliographical data and a list of the authors and writers with the pertinent bibliographical particulars given opposite each. All indices are arranged according to the alphabetical order in Arabic.

## Bibliography -
## Saudi Arabia

74. Saudi Arabia, Ministry of Education, Center of Educational Statistics and Documentation, "Arabic Card Catalog of Educational Documentation Library", (Al-Fahaares Al-'Arabiyyah Li-Maktabat Al-Wathaaiyq Al-Tarbawiyyah), Riyadh (Saudi Arabia), 1979, Vol. IV, 216 pages.

Following an introduction on the importance of this document to people interested in education and related subjects in the Arab and Islamic Worlds in general and in Saudi Arabia in particular, the document reviewed earlier published works on related subjects, then described the card catalog system employed in indexing the books available in the Educational Documentation Library in Riyadh (Saudi Arabia).

Alphabetically arranged, the card catalog is classified according to subject and author, with the respective index number given opposite each book. Magazine articles are also indexed for the benefit of researchers.

As such, this document serves as a useful guide to Saudi Arabia's educational literature.

## Building of Man

75. "Education is Responsible for the Building of Man and for Changing His Conduct in Order to Create a New and Contemporary Society", (Al-Tarbiyah Massoulah 'An Binaa Al-Insaan Wa-Taghyeer Sulukihi Li-Khalq Mujtama'in Jadidin Wa-Mu'aasirin), "Al-Rayed" magazine, (Kuwait), Issue No. 432, 10th year, Kuwaiti Teachers' Association, Kuwait, September 13, 1979, pp. 8-9.

This press coverage is concerned with a Symposium held in Kuwait on the educational role of television and radio.

Excerpts from the inaugural speeches delivered by the Kuwaiti Undersecretary of the Ministry of Education and the Director of the Arab Center of Educational Technologies were published.

In his speech, the Undersecretary made reference to the wide movement of socio-economic development which was witnessed by Kuwait in the 1960s and described the Ministry of Education's responsilities in the realization of the movement's aims.

In appreciation of the important role played by the radio and TV in this respect, the present Symposium was organized, the speaker added.

On his part, the Director of the Center of Educational Technologies reviewed the Center's projected programmes for 1978/79 and emphasized the Symposium's importance in promoting educational aims, adding that every possible effort should be exerted to find solutions for any problems encountered.

The press account ended with a list of the different States taking part in this Symposium.

## Continuing Education - Arab Countries

76. Habib, 'Ayef, "Sealing Off Sources and Continuing Education", (Fi Sadd Al-Manabi' Wa-Istimraar Al-Ta'leem), "Symposium on How to Implement the Arab Strategy for the Eradication of Illiteracy", (Nadwat Kayfiyyat Tanfeez Al-Istratijiyyah Al-'Arabiyyah Li-Mahwu Al-Ummiyyah), Arab Agency for the Eradication of Illiteracy and Adult Education, League of Arab States, Baghdad (Iraq), 1980, pp. 29-50.

- Paper presented to the Symposium on How to Implement the Arab Strategy for the Eradication of Illiteracy held in 'Amman (Jordan) between July 14 and 19, 1979.

Following an introduction on the need for translating the strategy devised by the Arab Agency for the Eradication of Illiteracy and Adult Education into a programme of action and on the purposes served by this paper, its author described the necessary steps involved in sealing off sources of illiteracy, saying that once education is made available to all children, this problem would be brought under control.

He then said that primary education, if made obligatory by legislation, would be instrumental in sealing off illiteracy sources. In this connection, she reviewed the means by which primary education could be rendered more efficient and varied.

Dealing with those who have been deprived of education opportunities, the author said that literacy programmes should be so geared as to accomodate this category. She indicated the necessary guarantees which would ensure that they continue to receive education within the framework of adult and continuing education. In this connection, she emphasized the need for providing new learners with a continued flow of knowledge.

After commenting on the relation between formal and informal education, the author cited certain institutions and mentioned certain methods which could prove to be beneficial in the field of continuing education.

To end his paper, the author summarized its content, reviewed her conclusions and put forward some recommendations. Conclusions call for making primary education universal, re-considering school curricula and courses at all levels and enacting the necessary legislations for wiping out illiteracy and educating adults.

Recommendations included the formulation of a special strategy for uprooting illiteracy, the securing of consensus on many of the concepts and terms involved and the organization of an ad hoc symposium on adult and continuing education.

### Development -
### Arab Countries

77. El-Ghannam, Mohamed Ahmed, "The Relation Between Educational Renovation and Socio-Economic Development in the Limelight", (Adwaa 'Ala Al-'Ilaqah Bayn Al-Tajdeed Al-Tarbawi Wal-Tanmiyah), "Al-Tarbiyah Al-Jadeedah" magazine, (New Education), 6th year, Issue No. 18, (August 1979), pp. 13-19.

Following an introduction on the definition of educational renovation and socio-economic development and on the evolution underwent by both terms, the writer explained what educational renovation means to developing countries saying that adoption by these countries of new educational models borrowed from the West has resulted in the present duality in their educational system.

In reviewing the role of educational renovation in development, he said that the former should be in the service of the latter. Here, he specified the guarantees and conditions necessary for ensuring that educational renovation play its proper role in serving development.

In the writer's opinion, requirements for adopting a sound strategy of educational renovation are: provision of opportunities for conducting a systematic dialogue, availability of data and studies on development and adoption of a data processing system.

In conclusion, he defined the scope of development embodying the target of educational renovation, saying that the system of educational renovation contemplated in Arab States should function within the framework of this scope.

### Development -
### Qatar

78. Abu-Taleb, Hassan, "Qatar and the Development of Educational Realities", (Qatar Wa-Tatawwur Al-Waqi' Al-Ta'leemi), "Al-Mawqif Al-'Arabi" magazine, (Arab Situation), Cairo, Issue No. 29, (September 1979), pp. 26-27.

The article began with a review of the developments undergone by education in Qatar eversince the pre-oil era, when the mosque and volunteering instructors carried the main burden of spreading education in the country. Features of interest in education and in the educated during the pre-oil days were described.

The writer went on to describe the spectacular increase in the numbers of pupils, schools and teachers in Qatar between 1960/61 and 1972/73, then talked on the progress achieved in the respective fields of primary and technical education and teacher training colleges. Here, he pointed out the State's efforts in developing educational programmes and curricula, in extending stipends to pupils and in sending scholars to the outside world.

In conclusion, the writer reviewed the activities of the Regional Center for Vocational Training and Development and the Hygiene Training Center in the area of technological, technical and health education.

79. Saudi Arabia, Ministry of Education, Center of Educational Statistical Data and Documentation, "Development of Education in the Schools of the Ministry of Education in Three Years: 1395/96-1397/98 A.H.", (Tatawwur Al-Ta'leem Bi-Madares Wizarat Al-Ma'aref 'An Al-Sanawaat Al-Thalaath Min 1395/96-1397/98 H.), Riyadh (Saudi Arabia), 1979, 92 pages.

- Vol. 3: "Development of Secondary Education", (Al-Tatawwur Fil-Ta'leem Al-Thanawi).

Following an introduction on the purposes served by releasing this document, a review was made of the material contained therein, distributed over ten chapters.

The first chapter contains a review of the annual average increase in basic variables (i.e. schools, classes, pupils, teachers, administrative staff and employees) in day and evening schools.

Chapter 2 indicates the annual average increase in the number of newly-admitted pupils and the ratio between doublers in the first year secondary and the total number of pupils registered in each educational zone in 1396/97-1397/98 A.H.

The third chapter contains a proportional distribution of pupils registered in secondary schools over the different educational zones in 1397/98 A.H.

In Chapter 4, a review is made of the frequency distribution of schools according to the number of secondary pupils registered in the schools of the Ministry of Education (both day and evening) at the level of educational zones in the academic year 1397/98 A.H.

Chapter 5 contains educational indicators of day and evening schools by educational zones in 1397/98 A.H.

The sixth chapter is concerned with classroom density at the level of each individual form in the scientific and literary sections of secondary education in day and evening schools according to educational zone in the year 1397/98 A.H.

Chapter 7 indicates the development in the rate of Saudi teachers according to individual subjects in day schools only divided by educational zone in the three years of 1395/96, 1396/97 and 1397/98 A.H.

Developments underwent by secondary education were related in the eighth chapter, together with a review of the 5-year plan. Achievements in secondary education were compared with the targets as set in the plan.

The ninth chapter contained the conclusions derived from this survey, while the tenth and last chapter made a review of educational indicators and of the recommendations dealing with the rate of Saudi teachers and with the rates of intellectual development as compared with the plan's forecast.

80. Saudi Arabia, Ministry of Education, Center of Educational Statistical Data and Documentation, "Development of Education in the Schools of the Ministry of Education in the Three Years from 1395/96 to 1397/98 A.H.", (Tatawwur Al-Ta'leem Bi-Madares Wizarat Al-Ma'aref 'An Al-Sanawaat Al-Thalaath Min 1395/96-1397/98 H.), Riyadh (Saudi Arabia), 1979, 77 pages.

- Vol. 4, "Development in Kindergartens, Teacher Training Colleges, Technical Education and Private Education", (Al-Tatawwur Fi Riyaad Al-Atfaal, I'daad Al-Mu'allimeen, Al-Ta'leem Al-Fanni, Wal-Ta'leem Al-Khaass).

In the introduction to this document, an explanation was given of the purposes served by putting it out and the efforts exerted by the above-captioned Center in compiling its material. Highlights of the subjects covered in the document were also given, followed by the main text consisting of 3 parts and subdivided into 8 chapters.

Part 1, consisting of 2 chapters, dealt with the developments underwent by education in kindergartens. After giving a statistical analysis of the annual rates of increase in kindergartens, statistical tables were reproduced to indicate the annual rate of growth in the number of schools, classes, children, mistresses, administrative personnel and employees at the level of the kindergarten educational zone in the years 1395/96 through 1397/98 A.H.

The second part, comprising five chapters, is concerned with educational indicators. Data contained in it include the number of newly-enrolled and doubling children, the density of classrooms and the number of mistresses divided by classes and the share of each mistress in children. Statistical tables follow, showing the density of classrooms in each form, the share of each mistress in kindergarten children and the ratio of newly-enrolled children to the total number of children enrolled in kindergarten in 1397/98 A.H.

Part 3, consisting of one chapter, reviews the conclusions and recommendations derived from this study.

81. Saudi Arabia, Ministry of Education, "Annual Report on the Development of Education by the Ministry of Education in the Academic Year 1397/98 A.H. Corresponding to 1977/78 A.D.", (Al-Taqreer Al-Sanawi 'An Tatawwur Al-Ta'leem Bi-Wizarat Al-Ma'aref Li-'Aamm 1397/98 H., 1977/78 M.), Riyadh (Saudi Arabia), Center of Educational Statistical Data and Documentation, 1979, 192 pages.

At the beginning of this report, a general glance was cast at the conditions of education currently facing the Saudi Ministry of Education, including all aspects, such as the budget, schools, school buildings, classrooms, pupils, teachers, administrative staff, employees, school meals, health services, youth care activities, Saudi students sent on scholarships overseas and non-governmental education.

All stages and types of education are covered in this report, mainly kindergartens, primary, intermediate and secondary education, teacher training, technical, industrial and commercial education, special education for the handicapped and, lastly, adult education and literacy.

In conclusion, the report reviewed the major educational developments during 1976/77 and 1977/78 substantiated by statistics and subjected to statistical analysis and processing.

## Functions - Recommendations and Symposia - Arab Countries

82. "Intellectual Symposium on the Role of Education in Arab Unity", (Al-Nadwah Al-Fikriyyah Li-Dawr Al-Ta'leem Fil-Wahdah Al-'Arabiyyah), Baghdad (Iraq), April 28-29, 1979. Symposium's Recommendations published by the Center of Arab Unity Studies in "The Role of Education in Arab Unity; Studies, Discussions and Events of the Intellectual Symposium Organized by the Center of Arab Unity Studies", (Dawr Al-Ta'leem Fil-Wahdah Al-'Arabiyyah; Buhuth Wa-Munaqashaat Wa-Waqaai' Al-Nadwah Al-Fikriyyah Allati Nazzamaha Markaz Dirasaat Al-Wahdah Al-'Arabiyyah), Beirut (Lebanon), 1979, pp. 17-18.

Recommendations adopted by the above-captioned Intellectual Symposium stressed the importance of and the need for re-consideration by Arab States of their school curricula, supervision by Arab States over all their respective educational systems putting an end to all forms of non-governmental education, giving priority to the teaching profession and to the teacher in the comprehensive development plans, recognition of the principles, elements and priorities contained in the report on Arab education strategy, arranging for the implementation of the Arab Strategy for the Eradication of Illiteracy and Adult Education, securing the setting up of a joint Arab educational fund and organizing on a continuous basis intellectual meetings among Arab intellectuals in recognition of their role in spreading and enhancing Arab awareness.

## Islamic Thought

83. Mursi, Mahrus Sayyed, "Education and Human Nature in Islamic Thought and Some Western Philosophies", (Al-Tarbiyah Wal-Tabee'ah Al-Insaaniyyah Fil-Fikr Al-Islami Wa-Ba'd Al-Falsafaat Al-Gharbiyyah), Assiut, Faculty of Education, Assiut University, 1979, 404 pages.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Education, Assiut University, for obtaining the degree of Ph.D. in Education.

This dissertation falls in five chapters.

Chapter 1 consists of an introduction in which the writer stressed the importance of his research, defined its scope and glossary, described his method of development and reviewed Arabic and foreign research written previously on related topics.

In Chapter 2, the writer reviewed the concept of human nature as developed in some Western philosophies, such as the philosophies of Idealism, Marxism, Existentialism and Pragmatism.

The third chapter dealt with the concept of education as developed in the same philosophies.

Chapter 4 is devoted to Islamic thought and human nature. After indicating the extent to which religion is needed, he described the essence of the Islamic religion, the relationship between Islam and thinking and the concept of human nature as expressed in the Holy Quraan and Islamic philosophy. Other subjects dealt with in the same chapter included heredity and the environment, virtues and evil and individualism and sociability in human nature.

In the fifth chapter, the writer explained the concept of developing human nature in the light of Islamic thought and, in this connection, described the bases of the educational philosophy and the aims, method and educational techniques advocated by Islamic educational philosophy.

After summarizing his dissertation, the writer drew a comparison between human nature in Western philosophies and in Islamic thought and between the development of this nature in the West and in Islam.

A bibliography of Arabic and foreign books consulted in the preparation of this dissertation was given at the end.

## Man's Psychology -
## The Sudan

84. Dawoud, 'Aziz Hanna, "The Psychology of Man in the Sudan", (Saicolojiyyat Al-Insaan Al-Sudani), in "Educational and Psychological Studies and Readings", (Dirasaat Wa-Qiraat Nafsiyyah Wa-Tarbawiyyah), by 'Aziz Hanna Dawoud, Cairo, the Anglo-Egyptian Bookshop, 1979, pp. 132-145.

The writer began his essay with an introduction on the means whereby a given State could be measured for determining the degree of its progress or backwardness.

Moving to the Sudan, he described the state of contradictions from which man suffers and indicated the geographic, cultural, political, economic, health and psychological factors behind these contradictions.

Dealing with the ways and means by which such contradictions may be overcome, the writer proposed that more care be given to education through subjecting it to a centralized plan, that compulsory education be enforced in the primary stage, that a modern and scientific approach to education is adopted, that all educational plans in the Sudan should aim at adopting the system of comprehensive school in the future, that graduate and post-graduate education should have a commitment towards the problems and issues of the Sudan and that scientific research should be promoted and intensified.

The last part of his essay dealt with the bases for developing scientific research in the Sudan.

## National Aims -
## Arab Countries

85. Center of Arab Unity Studies, "The Role of Education in Arab Unity; Studies, Discussions and Events of the Intellectual Symposium Organized by the Center of Arab Unity Studies", (Dawr Al-Ta'leem Fil-Wahdah Al-'Arabiyyah; Buhuth Wa-Munaqashaat Wa-Waqaai' Al-Nadwah Al-Fikriyyah Allati Nazzamaha Markaz Dirasaat Al-Wahdah Al-'Arabiyyah), Beirut (Lebanon), 1979, 267 pages.

In this document an account is given of the activities and recommendations of the Symposium held in Baghdad (Iraq) between April 28 and 29, 1979 on the role of education in Arab unity.

In an introduction to this document, bodies and personalities taking part in the Symposium were listed and the Symposium's recommendations and basic trends reflected in the papers presented and discussions taking place were reviewed.

In a special section, the full text of the papers presents was reproduced. Their topics are: unity, culture and education; analysis of educational systems from the perspective of Arab unity; the role of adult and mass education in Arab unity; the role of education in renewing and unifying Arab thought; the Palestinian cause in Arab education; the broadlines of a strategy for developing Arab education; educational requirements of Arab unity; joint educational action; and the role of Arab organizations.

## Needs -
## Arab Countries

86. Dawoud, 'Aziz Hanna, "Arab Unity Requirements from Education", (Mataaleb Al-Wahdah Al-'Arabiyyah 'Ala Al-Ta'leem), in: "Educational and Psychological Studies and Readings", (Dirasaat Wa-Qiraat Nafsiyyah Wa-Tarbawiyyah) by 'Aziz Hanna Dawoud, Cairo, The Anglo-Egyptian Bookshop, 1979, pp. 117-170.

This essay is divided into two parts:

Part 1 is concerned with Arab Nationalism. After defining Arab unity and reviewing a variety of definitions of Arab unity as conceived by different thinkers, the writer reviewed the premises on which any unity among the Arabs rest, mainly language, land, cultural heritage, oneness of destiny and Arab integration.

At the end of this part, the writer indicated the obstacles to Arab unity saying that some obstacles are external, where imperialism plays a leading role, and some are internal like the differences in social systems, cultural development, wealth, class structure and ideology.

The second part deals with Arab unity requirements from education. After casting a glance on education in the Arab World, the writer reviewed the shortcomings of education at this interval, mainly in the area of educational philosophy, outlook and planning, and also in the area of literacy, educational aims of the different stages and teacher training. As to shortcomings in the nature and system of education in the Arab World, he mentioned the overlapping of educational stages, the separation of literacy programmes from those of scientific courses and the multiplicity of educational systems.

Educational shortcomings as to content were also reviewed by the writer.

Moving to Arab unity requirements from education, he began by indicating the importance of education in the realization of Arab security and in the emergence from the present stage of backwardness. He, then, indicated the role of education in the comprehensive campaign for socio-economic development and reviewed the educational aims of the Arabs which should be translated into cultural openness.

Concluding his article, he mentioned the kinds of educational experience which the school and the university should make possible, mentioning in particular experience in educational philosophy and aims, in educational structure and system and in educational content and subject-matter.

### Problems -
### Arab Countries

87. "Factors Influencing School Education Movement", ('Aawaamel Mouaththirah Fi Harakat Al-Tarbiyah Al-Madrasiyyah), "Dawriyyat Al-Majaales Al-Qawmiyyah Al-Mutakhassissah", (Periodical of the Specialized National Councils), Cairo, 4th year, Issue No. 3, (July-September 1979), pp. 80-89.

- Excerpts from a report submitted to Arab League Educational, Scientific and Cultural Organization (ALESCO) by the Committee established pursuant to a resolution adopted by the Fourth Conference of Arab Ministers of Education.

Following an introduction on the growing volume of education and the rapid pace at which education has been expanding in Arab Countries over the last twenty five years, the report enumerated the factors which influence school education, being: the burden inherited by education from the past, the complex and numerous responsibilities preoccupying national governments, the inadequacy of socio-economic development concepts, the outside challenges faced by the Arab Fatherland, the social gap between Arab Countries, the obvious differences in cultural background, the inadequacy of planning, the absence of a genuine Arab educational philosophy and the emergence of some problems confronting education in the Arab World.

Moving to the major problems which impede the progress of education in Arab Countries, the report mentioned the problem of absorbing pupils under compulsory age in primary education and the problem of diversifying secondary education. It pointed to some ways and means by which these problems could be overcome at the level of individual Arab Countries.

## School and Home -
## Arab Countries

88. Qazam, Mahmoud, "Education: Home vs. School", (Al-Tarbiyah Bayn Al-Bayt Wal-Madrasah), "Al-Tarbiyah" magazine, (Education), Qatar, 8th year, Issue No. 26, Doha, December 1979, pp. 76-77.

Following an introduction on the traditional role of the home in education, the writer reviewed the aims to which education aspires and described the systems of education applied in Qatar in past eras and across history, indicating the developments through which they have passed.

The writer then dealt with the position of women in Islam and the role played by them in educating children, saying that regular schools have now assumed the responsibility of the formal education of children. He described the educational functions of schools, underlined the important task carried by them and indicated that education is a serious responsibility squarely assumed by schools.

### Television and Children

89. Ibrahim, Madihah 'Abdullah, "Television's Passive Effects on the Child", (Al-Aathaar Al-Salbiyyah Lil-Television 'Ala Al-Tifl), "Majallat Al-Khedmah Al-Ijtimaa'iyyah", (Magazine of Social Service), Riyadh (Saudi Arabia), Issue No. 2, (1979), pp. 163-166.

Following an introduction on art and its importance to man and on Islam's attitude towards art, the writer dealt with the television as a means for communicating a large variety of artistic forms, adding that it plays an extremely serious role in our present day. That is why men of research are bent on studying the impact of TV on children, she said.

The writer then reviewed some of the most important surveys conducted on the TV and pointed to the adverse effects on children of watching TV programmes, manifesting themselves in a deviant behaviour, passivism and complete absorption of the child's leisure time.

She indicated some other healthier activities in which the child could engage in leisure time.

Concluding her article, she stressed the need for further research on TV programmes in an attempt to reach a happy formula that would ensure presenting programmes suited to the child's mental and psychological condition and beneficial to the society.

## EDUCATIONAL ADMINISTRATION

### Syria

90. Khandarbah, Selim As'ad Ibrahim, "Administration of Public Education in Syria", (Idarat Al-Ta'leem Al-'Aamm Fi Syria), Mansurah, Faculty of Education, University of Mansurah, 1979, 285 pages + appendices.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Education, Mansurah University, for obtaining the degree of Ph.D. in Education.

This dissertation falls in six chapters.

In his first chapter, the writer stated the problem being probed, stressed the importance of his research, specified his aims, postulates and assumptions, described his method and steps and defined the terms occurring in the course of his research.

Chapter 2 is concerned with some theoretical concepts having bearing on his research, such as administration, scientific administration, public administration and educational administration. In the same chapter, he distinguished between educational and public administration and reviewed the functions of each. He, then, reviewed Arabic, Syrian and foreign research conducted earlier on related subjects.

The third chapter deals with the political, economic and social factors which have influenced educational administration in general and in Syria in particular.

In Chapter 4, the writer described the present status of educational administration in Syria and pointed to its future possibilities and the factors to which it may be exposed.

Chapter 5 is devoted to the writer's field survey. After defining the object of his survey, he described the questionnaire sheet used in collecting data, indicating its content, method of formulation and the manner in which it was utilized in the survey. He also described his sampling method and the technique employed in processing the statistical data obtained.

The results obtained from the field survey regarding educational directors and inspectors were, then, reviewed.

In the sixth chapter, the writer reviewed some proposals which he deemed to be instrumental in developing public education in Syria. These proposals called for developing the organizational structure, changing the existing stages of education, offsetting the present shortage in the personnel, bringing the school closer to the local environment, developing the systems of educational guidance and supervision and creating an integrative system for non-school education.

After placing his bibliographical list at the end of the dissertation, he appended copy of the questionnaire employed in the field survey.

## Legislations -
## The Sudan

91. Democratic Republic of the Sudan, Legislations, Laws, Regulations... etc., "Republican Decree No. 53 of 1979 Re-assigning Functions of Central Ministries", (Qaraar Jumhuri Raqm 53 Li-Sanat 1979 Bi-I'aadat Tawzee' Ikhtisasaat Al-Wizaraat Al-Markaziyyah), Khartoum, 1979, 2 pages.

This decree provides, inter alia, for the functions assigned to the Ministry of Education in the Sudan, being one of the central ministries.

These functions include: formulating educational policy, plans and programmes, supervising higher education and technical institutes, training technical manpower, formulating the general policies, plans and programmes for enhancing spiritual and religious values, caring for youth, motherhood, the disabled and the handicapped, exercising general supervision over religious, social and youth institutions and taking charge of employees engaged in the fields of education, youth and religious and social affairs.

## Physical Education -
## The Sudan

92. Mahgoub, Mahgoub Sa'id, "Organizational and Administrative Development of Physical Education in the Democratic Republic of Sudan", (Al-Tatawwur Al-Tanzimi Wal-Idaari Lil-Tarbiyah Al-Riyadiyyah Fi Jumhuriyyat Al-Sudan Al-Democratiyyah), Giza, Faculty of Physical Education for Boys, Helwan University, 1979, 303 pages + appendices.

- Dissertation submitted to the Faculty of Physical Education for Boys in Giza, Helwan University, for obtaining the degree of M.A. in Physical Education.

In the first of the six chapters comprised in this dissertation, the writer stated the problem under discussion, underlined the importance of and need to his research and described his aim, method, hypotheses and scope of work.

Chapter 2 contained a review of some theoretical studies having bearing on this research.

In Chapter 3, the writer gave an account of his field survey, describing his method in developing the subject, the tools used in the survey, the different phases of his research and the method employed in processing data and reaching conclusions.

The organizational and administrative development of physical education in the Sudan is elaborated in Chapter 4.

The writer's results were reviewed, analysed and interpreted in Chapter 5. These results indicated the developments underwent by the aims, philosophy and laws of physical education in the non-governmental sector and agencies concerned with physical education. They also indicated the progress realized in training a nucleus of physical education sponsors in the non-governmental sector.

The sixth and last chapter contained the writer's conclusions and recommendations which dealt with the building of an organizational structure for physical education in the non-governmental sector, the budgetary appropriations allocated for physical education and the need to back and develop the Higher Institute of Physical Education through providing it with the necessary sports equipment and tools.

After listing his bibliography, the writer appended his data card which was used in collecting data from sporting clubs and his questionnaire form used in obtaining the relevant information from sports associations.

## Problems -
## Jordan

93. The Hashemite Kingdom of Jordan, Ministry of Education, "Technical and Administrative Efficiencies Are Drained from the Ministry of Education", (Tasarrub Al-Kifayaat Al-Fanniyyah Wal-Idaariyyah Min Jihaz Wizarat Al-Tarbiyah Wal-Ta'leem), 'Amman, Directorate of Educational Planning and Research, 1979, 53 pages.

This book is concerned with the phenomenon of brain drain in the Jordanian Ministry of Education.

Following an introduction on the concept of drain brain, the book split its subject into two parts. Part 1, deals with the volume of brain drain suffered by the Jordanian Ministry of Education in 1976, 1977 and 1978 and the outcome of such occurrence.

The second part is a field survey aimed at probing the causes of the problem of brain drain, the factors influencing it, the economic and social pressures involved and the spatial considerations.

The book ended with a set of proposals and recommendations aimed at attracting qualified administrative personnel to join the service of the Ministry of Education.

## EDUCATIONAL AIDS

### Saudi Arabia

94. "Educational Aids", (Al-Wasaiyl Al-Ta'leemiyyah), by a Committee of Experts, Riyadh (saudi Arabia), Riyadh Modern Bookshop, 1979, 206 pages.

This book is concerned with educational aids and their role in facilitating the teaching process.

As mentioned in its introduction, educational aids are of great significance to the system of education, if the proper aids are developed and if they are properly used.

The book consists of two parts. The first part traces the history of educational aids, indicates their function in the field of education, describes their types and sets forth the general rules for using them.

The second part gives a detailed description of all types of educational aids available and the general guidelines for making proper use of them.

### Education and Space Networks - Arab Countries

95. Labib, Sa'd, "Possibilities of Using Space Communications in Promoting Cultural, Educational and Broadcasting Purposes in the Arab Region", (Imkaaniyyaat Istikhdaam Al-Ittisaalaat Al-Fadaaiyyah Lil-Aghraad Al-Thaqafiyyah Wal-Tarbawiyyah Wal-Iza'iyyah Fil-Mintaqah Al-'Arabiyyah), "Space Communications in the Service of Broadcasting, Culture and Education in the Arab Region", (Al-Ittisaalaat Al-Fadaaiyyah Fi Khedmat Al-Iza'ah Wal-Thaqafah Wal-Ta'leem Bil-Mintaqah Al-'Arabiyyah), Arab States Broadcasting Union, Cairo, 1979, pp. 57-72, "Broadcasting Studies and Research", (Dirasaat Wa-Buhuth Iza'iyyah).

As an introduction to his article, the writer reviewed a recommendation adopted by the Conference of Arab Ministers of Education and Ministers

Responsible for Economic Planning in Arab Countries held in 1977 in Abu-Dhabi purporting that Arabs use their satellite in wiping out illiteracy and spreading education.

After describing the steps to be taken in order to implement this recommendation, he enumerated the advantages reaped from using Arab space communications satellites, saying they could play an important role in raising the standard of the formal educational service in Arab Countries.

Prerequisites for succeeding in this task include: adoption of modern theories of educational methods and utilization of the Arab satellite network in teaching foreign languages and in teacher training, the writer added.

As regards adult education, he said that space communications are highly effective in promoting vocational training, labour education, learning by correspondence, expansion of social development programmes and exchange of cultural and technical programmes.

Concluding his article, the writer made a review of the steps to be taken in order to realize the aims sought from the utilization of satellites in promoting cultural, educational and broadcasting targets.

96. Secretariat-General of Arab States Broadcasting Union, "Communication Channels Needed by Education and Information in the Projected Arab Space Network", (Al-Ihtiyaajaat Al-Ta'leemiyyah Wal-I'laamiyyah Min Qanawaat Al-Ittisaal Fi Mashrou' Al-Shabakah Al-Fadaaiyyah Al-'Arabiyyah), "Space Communications in the Service of Broadcasting, Culture and Education in the Arab Region", (Al-Ittisaalaat Al-Fadaaiyyah Fi Khedmat Al-Iza'ah Wal-Thaqafah Wal-Ta'leem Bil-Mintaqah Al-'Arabiyyah), Arab States Broadcasting Union, Cairo, 1979, pp. 90-106 "Broadcasting Studies and Research", (Dirasaat Wa-Buhuth Iza'iyyah).

After reviewing the circumstances in which this paper was written, the important considerations relative to information, education and development and the possibilities inherent in satellites for the establishment of broadcasting networks in the Arab World, the paper indicated the principles which should be taken into consideration in determining Arab needs to space services.

The paper then dealt with the population situation and development requirements in the Arab Countries and to describe the efforts exerted by the League of Arab States and its organizations in standardizing Arab educational systems and unifying the educational ladder, the systems of examinations and teachers' qualifications. It showed how these accomplishments have resulted in making it easy to produce and broadcast educational programmes.

The paper also enumerated the problems which face Arab educational systems and indicated to what extent these problems are connected with the problems involved in developing Arab communities.

In conclusion, the paper reviewed the services of audio and visual broadcasting systems existing the Arab Fatherland and pointed to the possibilities of using Arab space networks in satisfying the needs of education, on-job training, woman education and basic education for adults.

## Space Communication Networks and Adult Education - Arab Countries

97. Khater, Mahmoud Rushdi, "Utilization of Space Communications in Adult Education Within the Framework of Continuing Education", (Istikhdaam Al-Ittissalaat Al-Fadaaiyyah Fi Ta'leem Al-Kibaar Fi Itaar Al-Ta'leem Al-Mustamirr", Paper compiled in "Space Communications in the Service of Broadcasting, Culture and Education in the Arab Region", (Al-Ittissalaat Al-Fadaaiyyah Fi Khedmat Al-Izaa'ah Wal-Thaqafah Wal-Ta'leem Bil-Manteqah Al-'Arabiyyah), Arab States' Broadcasting Union, Cairo, 1979, pp. 73-79 "Broadcasting Studies and Research", (Dirasaat Wa-Buhuth Izaa'iyyah).

Following an introduction on the problem of illiteracy in Arab Countries and the phenomenon of the half-educated in the Arab society, the writer emphasized the need for raising the educational standard of those who have missed the train of proper education so that they could acquire adequate culture and knowledge and take part in the community's activities.

The writer then reviewed the economic, political and social considerations which warrant concern for eradicating illiteracy and proposed a programme calling for the complete wiping out of this social scourage. He, then, described the steps and techniques involved in this programme and the media to be employed in the literacy process which include movies, still films, exhibitions, posters, radio and

TV programmes, pannels, talks and speeches. In this connection he pointed to the important role which space communications could play in promoting literacy awareness programmes.

Moving to literacy campaigns, he described their concept and aims, indicating the difference between eradicating illiteracy and eradicating functional illiteracy.

The writer, further, described the prerequisites for registering learners in literacy classes, indicated the manner in which courses are formulated and showed how instructors may be selected and trained. In this connection, he pointed to the role space communications could play in the selection and training of instructors.

Concluding his paper, he dealt with courses, explained their content and described the teaching methods employed, also pointing to the role of space communications in this respect. The paper ended with a talk on evaluation and its use in fighting illiteracy.

## Television -
## Arab Countries

98. 'Attiyyaat, Mohamed 'Abdullah, "Impact of TV Programmes on Children", (Athar Baramej Al-Television 'Ala Al-Atfaal), "Risalat Al-Mu'allim" magazine, (Teacher's Mission), Jordan, 22nd year, Issue No. 3, Ministry of Education, 'Amman (Jordan), September 1979, pp. 50-53.

As an introduction to his article, the writer indicated the importance of TV to children and described the factors which interplay in determining such importance. He, also, indicated the changes caused by TV programmes in the views and values held by children and described the conditions under which such changes take place.

The writer then reviewed the results of the studies and research conducted to determine the hours per week spent on an average by children in watching TV programmes as compared with the hours spent on any other activity aimed at consuming their leisure time. He also dealt with the attitude adopted by parents in allowing their children to watch TV for such length of time.

Moving to the impact of TV programmes on children, the writer said that healthy programmes affect the child's psychology and education and help him build up his personality and feel more attached to the family. He cautioned against any disputes developing within the family over TV programmes with their consequences on children. He, further, cautioned against unhealthy habits in watching TV, such as watching it in dark rooms or above the line of sight, adding that such habits would weaken the child's sight.

In conclusion, the writer dealt with the duties of parents in protecting their children against the adverse effects of TV programmes on sex, crime and the like. Parents should also guard against their children's complete indulgence in watching TV programmes, even if their quality is good, the writer added.

## Television - Tasks -
## Jordan

99. Al-Rasheed, Hazami 'Abdul Karim, "The Role of Educational Television in Developing Education in Jordan", (Dawr Al-Television Al-Ta'leemi Fi tatweer Al-Ta'leem Fil-Urdun), Giza, Faculty of Information, Cairo University, 1979, 181 pages.

- Dissertation submitted to the Department of Broadcasting of the Faculty of Information, Cairo University, for obtaining the degree of M.A. in Information.

This dissertation is elaborated in seven chapters.

In her first chapter, the writer stated the problem under discussion, defined the aims of her research, underlined the importance of the work being carried out, described the method used in developing her thesis and defined the terms used therein.

Chapter 2 dealt with education in Jordan. Here, the writer described the role of education in developing manpower, reviewed the problems from which education is suffering, and described the present conditions of education and the progress it had achieved during the last eight years in Jordan.

In Chapter 3, she dealt with the television as an important educational media and described its role in overcoming certain problems faced by education. Examples of instances in which the television was used successfully in education were cited.

The fourth chapter is devoted to the educational television in Jordan.

In the fifth chapter, the writer described the plan and method laid for her field survey, introduced her sample and the tools used in collecting data and carrying out the statistical analysis and related the difficulties encountered in developing the field survey.

Chapter 6 contained the results of the field survey as well as the analysis conducted by the writer thereupon. These results indicate the volume of pupils and teachers who view TV programmes, the extent of success achieved by the TV in offsetting educational aids shortage and in assisting teachers lacking educational qualifications in improving their teaching methods, the new methods employed in teaching pupils and to what extent they are applied and the availability of the human and technical possibilities needed for producing advanced TV programmes.

The seventh chapter contained suggestions for the future dealing with transmission, reception and utilization, teacher training, development of the production of educational programmes and expansion in the provision of educational services.

The writer's questionnaire forms used in her field survey and the tables containing tabulations of questionnaire data were set at the end of the dissertation.

## EDUCATIONAL CONFERENCES

### ALESCO

100. Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on the Integration of Cultural and Educational Machineries", (Halqat Al-Takaamul Bayn Ajhizat Al-Thaqafah Wa-Ajhizat Al-Ta'leem), Cairo, 1979, 337 pages.

This document consists of a report on the activities of and the recommendations adopted by the above-captioned Symposium held in Tripoli (Libya) between January 17 and 22, 1976.

The text of the document is divided into four parts.

Part 1 contains the reports submitted by Arab States to the Symposium.

The second part reviews the papers presented in the Symposium dealing with: integration between cultural and educational machineries; cultural societies and their relationship with official and popular machineries; integration between cultural and educational machineries in the fields of books, libraries, cinemas and schools in the Arab Fatherland; integration between the different machineries engaged in mass culture, information media, educational bodies and executive and popular institutions in Egypt; and integration between the agencies responsible for culture, information, education and youth care.

Appendices were given in the third part, comprising the agenda, names of participating delegates and inaugural speeches.

The fourth and last part reviewed the general trends observed in the Symposium and the final recommendations adopted.

### ALESCO - Guides

101. Arab League Educational, Scientific and Cultural Organization (ALESCO), "Guide to Recommendations Adopted by Conferences, Symposia and Meetings 1977/78", (Daleel Tawsiyaat Al-Mouatamaraat Wa-Halaqaat Al-Diraasiyyah Wal-Ijtimaa'aat 1977/78), Cairo, 1979, 130 pages.

Following an introduction on the importance of the material therein contained to all Arab Countries concerned, the Guide explained the manner in which it was organized and how the reader could make best use of it.

The text of the Guide follows. Recommendations adopted in different ALESCO gatherings were arranged in a chronological order, with all other details about the relevant conference, the place in which it was held and its dates given.

A set of indices, arranged in alphabetical order, help the reader to trace any conference, topic discussed or organization hosting or taking part in such gathering.

## System -
## Arab Countries

102. El-Hadi, Mohamed Mohamed, "Designing a Data System Serving Educational Planning and Administration", (Tasmeem Nizaam Ma'lumaat Yakhdum Al-Takhteet Wal-Idarah Al-Ta'leemiyyah), "Research on Educational Planning and Administration", (Abhaath Fil-Takhteet Wal-Idarah Al-Ta'leemiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp. 29-57.

Beginning his article, the writer indicated the importance of the resolutions adopted in connection with planning educational administration, the need for venturing on studying the different aspects of State activities before any attempt is made at planning educational administration and the impact of the scarce information available on the formulation of any administrative and educational plan.

The writer then described the place of data systems in any administrative organization, reviewed the steps taken to improve the effectiveness of data systems and mentioned the modern techniques developed for overcoming problems and obstacles encountered in the establishment of integrative data systems.

After explaining the relationship between data and processing systems, he underlined the need for a continuous flow of data in the educational system.

Dealing with the steps which should be taken in creating any efficient data system, the writer described each of the phases through which such systems should pass and described, in conclusion, the subsidiary systems branching from the integrative data system dealing with education.

Following a summary of the points highlighted in his article, the writer appended six diagrams.

The first diagram indicated the steps involved in the educational process. The second showed the administrative data and how it flows into the system. The third consisted of a plan indicated how data flows into the planning process. Diagram 4 contained a framework of input and output data dealing with education. The last two diagrams showed the planning network and the planning process.

## EDUCATIONAL DIRECTORATES

### Jordan

103. Salah, 'Aref, "Directorate of General Education; Functions, Accomplishments and Aspirations", (Mudiriyyat Al-Ta'leem Al-'Aamm; Mahammuha, Munjizaatuha, Tatallu'aatuha), "Risalat Al-Mu'allim" magazine, (Teacher's Mission), Jordan, 22nd year, Issue No. 4, Ministry of Education, 'Amman (Jordan), December 1979, pp. 37-45.

As an introduction to his subject, the writer talked on the Jordanian Ministry of Education, reviewed its tasks and indicated the Administrations comprising it.

Elaborating on the Ministry's Directorate of General Education he described its basic functions, responsibilities and divisions and indicated the respective functions of each division.

Statistical tables were reproduced to illustrate the quantitative situation of jobs and personnel in all divisions, being: the divisions of secondary and compulsory education, evening and summer courses, adult education and literacy, socio-psychological guidance and school health and nutrition.

## EDUCATIONAL DOCUMENTATION

### Aims

104. Harbi, Mohamed Khairi, "Educational Documentation and its Importance in Educational Research and Role in Developing the Educational Process in its Different Proportions", (Al-Tawtheeq Al-Tarbawi Wa-Ahammiyatuhu Fil-Bahth Al-Tarbawi Wa-Dawruhu Fi Tanmiyat Al-'Amaliyyah Al-Ta'leemiyyah Bi-Ab'aadiha Al-Mukhtalifah), "Views on Educational Research", (Aaraa Hawl Al-Buhuth Al-Tarbawiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp. 79-85.

The writer began his article with a review of Arab contribution to documentation and information, saying that private libraries and libraries annexed to mosques are widespread in Arab Countries. He, then, reviewed the systems of bibliography, documentation and information prevalent in Arab libraries, adding that the old profession of manuscript dealers in Arab Countries has been of great cultural value to them.

The writer then introduced the most important among specialized bibliographies in the Arab World, mentioning the date of each publication and explaining the library's function in this part of the world.

Moving to educational documentation centers, he reviewed the recent developments underwent by them and the different phases through which they have passed. After explaining the concept of documentation, he described what is meant by a document, reviewed the contents of educational documentation and indicated what importance documentation holds to teachers, learners, educational policy-makers and writers of the history of education. The function of documentation centers and educational information were elaborated by him.

Concluding his article, he related the services documentation centers are expected to render to those engaged in education.

A summary outlining the article's substance appeared at the end.

### Guides -
### Arab Countries

105. Tewfik, 'Awad, "Documentation Agencies in Arab Countries", (Ajhizat Al-Tawtheeq Al-Tarbawi Fil-Bilaad Al-'Arabiyyah), (An introduction and guide) by 'Awad Tewfik, edited by Iglal Al-Sebaei, 3rd edition, Cairo, Educational Documentation and Information Agency, National Center of Educational Research, 1979, 49 pages.

Following an introduction on the beginning and development of documentation in general and educational documentation in particular, with special emphasis on the beginning of educational documentation in Arab Countries, the writer presented a guide to documentation centers and agencies in Arab Countries, divided into two parts.

Part 1 is concerned with regional centers and agencies while the second part is concerned with local ones. Both parts are arranged alphabetically for easy reference, the first according to the regional body or organization and the second according to State.

The last part of this document contains an elucidation on the tasks performed and problems encountered by documentation centers and agencies and a set of recommendations which would help these bodies in Arab Countries perform their task in serving the educational process as well as those interested in educational research and activities.

## EDUCATIONAL GUIDANCE

### Arab Countries

106. Jaradat, 'Ezzat, "Academic and Vocational Guidance", (Al-Irshaad Al-Acadimi Wal-Mihni), "Risalat Al-Mu'allim" magazine, (Teacher's Mission), Jordan, 22nd year, Issue No. 4, Ministry of Education, 'Amman (Jordan), December 1979, pp. 33-45.

After defining guidance and indicating its bases, the writer talked on the effectiveness of the process of guidance, on the elements contained in it and on its functions.

Moving to the different types of guidance, he dealt with three types, namely: the academic, the vocational and the civil.

Talking on guides, he described their characteristics, qualifications and duties.

According to the writer, certain elements are to be taken into consideration before adopting the system of guidance, whether in Jordan or in Arab Countries in order to ensure its efficiency. These elements include: definition and elaboration of aims, specification of the standards required (especially in Jordan), selection of guides and appointment of qualified candidates. He indicated how difficulties encountered in such a selection may be overcome.

## EDUCATIONAL ORGANIZATIONS AND BODIES ACTIVITIES

### ALESCO

107. Arab League Educational, Scientific and Cultural Organization (ALESCO), "Set of Documents on the Comprehensive Plans Conceived for ALESCO's Long Range Activities", (Majmou'at Wathaaiq Al-Tasawwur Al-Shamel Li-Nashaat Al-Munazzamah 'Ala Al-Mada Al-Ba'eed), Cairo, 1979, 86 pages.

Following an introduction on the importance of planning and the role it plays in the overall development process, the document related the steps taken the Committee of Arab Planning and Development Specialists in order to assist ALESCO's Administration in the preparation of a comprehensive plan for long range activities.

The text of the document followed, consisting of the Resolution adopted by the Fourth Ordinary Session of the Plenary Conference, Resolution No. 102 of 1977 issued by the Director-General for setting up a long range planning committee, Resolution No. 22 of 1979 whereby the said committee was re-constituted and the report by the Director-General of ALESCO on the plan conceived for ALESCO's long range activities.

After describing the steps involved in the preparation of a project for the long range plan, the document ended with a review of the indicators of ALESCO's programming policy and the bases adopted for its plans in the current session of 1980/81.

108. Arab League Educational, Scientific and Cultural Organization (ALESCO), "Comprehensive Visualization of ALESCO's Activities for the Long-Term", (Al-Tasawwur Al-Shamel Li-Nashaat Al-Munazzamah 'Ala Al-Mada Al-Ba'eed), Cairo, 1979, 42 pages.

Following a review of the activities performed by the Arab League Educational, Scientific and Cultural Organization (ALESCO) eversince its creation in 1970 at both the Arab and international levels, this document related the recommendations and resolutions adopted by the ad hoc Planning Committee on ALESCO's envisaged long-term activities.

In the course of its review of the past and future, the document gave a detailed account of the Fourth Ordinary Session of ALESCO's General Conference and the decisions adopted in it, and the First and Second Meetings of the ad hoc Long-Term Planning Committee and its recommendations, whether or not carried out. It also reviewed ALESCO's medium term plan for 1978/83 and the aims contemplated by this specialized agency of the Arab League.

### ALESCO -
### Programmes

109. Arab League Educational, Scientific and Cultural Organization (ALESCO), "ALESCO's Programmes Until the End of 1979", (Baramej Al-Munazzamah Hatta Nihayat 'Aamm 1979), Cairo, 1979, 61 pages.

This document consists of a report of the Arab League Educational, Scientific and Cultural Organization (ALESCO) covering the activities of its various Administrations during 1979.

Following an introduction of ALESCO's possibilities and role in presenting to the Arab Nation pioneering thought and constructive work, the document began with the activities of ALESCO's Educational Administration in 1979.

Programmes envisaged by the Administration include the publication of a specialized magazine dealing with Arab education and publishing essays on major educational issues, the granting of scholarships and fellowships in the area of education and the publication of a number of books and research on educational subjects. A brief description of each publication was given.

Then followed a review of the activities of the Cultural Administration, the major facet of which consisted of organizing a panel on the culture of Arab children.

The document reviewed, as well, the activities of its Scientific Administration, Documentation and Data Administration, the Institute of Arabic Manuscripts, Adult Education and Literacy Programmes and the Institute of Arab Research and Studies.

## Documentation in Social Sciences - Arab Countries

110. The Arab Regional Center for Research and Documentation in the Field of Social Sciences, "Center's Message", (Risalat Al-Markaz), Cairo, 1979, 11 pages.

This document consists of a report on the activities of the Information Sector of the above-captioned Center projected for 1979 and 1980.

As an introduction, the document reviewed the Center's activities in establishing an Arab information network covering social sciences and linked to international information networks, in endeavouring to standardize technical and technological systems in national Centers and in developing and enhancing the expertise of individuals working in the area of social and educational documentation in Arab Countries.

Projects contemplated by the Center for 1979 and 1980 include the publication of a number of guides, indices and bibliographies, such as: the guide to research and documentation centers in the Arab region, the guide to Arab periodicals dealing with social sciences, the Arab index for social sciences and education, the subjective bibliography on children and childhood covering books, periodicals, scientific conferences and panels dealing with childhood and the subjective bibliography covering the different branches of social sciences.

## EDUCATIONAL PLANNING

### Sultanate of Oman

111. El-Haddah, Mohamed 'Ali, "Features of the Development Plan in the Sectors of Industry and Education in Oman", (Malameh Khuttat Al-Tanmiyah Fi Qitaa'yy Al-Sinaa'ah Wal-T'leem Fi 'Oman, "Al-Mawqif Al-'Arabi" magazine, (Arab Situation), Cairo, Issue No. 31, (December 1979), pp. 14-16.

After describing the overwhelming progress realized by the Sultanate of Oman in our present time, the writer complimented the role performed by the Supreme Development Council eversince its establishment in 1974.

Having reviewed the features of development in the industrial area, he dealt with the policy of education and the endeavours to build man in Oman. In this connection, he indicated the number of schools in 1978/79 as compared with their number in 1970 and appraised the State's efforts in providing education and educational services free for all.

By way of illustration, the writer dealt separately with primary, preparatory and secondary schools, indicated their number and their distribution among both sexes. He also talked on religious education and on the schools devoted for the memorization of the Holy Quraan.

The last item covered in his article deals with the progress achieved in sending Omani scholars to some Arab Countries for proceeding with post-graduate work.

## EDUCATIONAL PLANS

### Evaluation -
### Arab Countries

112. Shaf'ei, Ibrahim Sayyed, "Implementation of Educational Plans Evaluated and Followed-up", (Taqyeem Wa-Mutaba'at Tanfeez Al-Khutat Al-Tarbawiyyah), "Research on Educational Planning and Administration", (Abhaath Fil-Takhteet Wal-Idaarah Al-Ta'leemiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp. 59-77.

At the beginning of his article, the writer explained the concept of planning in its comprehensive meaning and in the context of educational planning. He, then, described the phases and steps involved in educational planning, focussing on the preparatory, planning, implementation, follow-up and evaluation stages.

After saying that the systems used by follow-up and evaluation agencies differ from one Arab country to another, he described the units which comprise the Egyptian agency for follow-up and evaluation.

Talking on the evaluation of educational policy, the writer pointed to the major elements involved in such an evaluation and reviewed the different trends to be taken in evaluating each aspect of educational planning. These aspects include: the plan's aims and feasibility, the resolutions issued and measures taken to implement the plan's aims, the degree to which such resolutions and measures are efficient, the correlation between the quantitative and qualitative aspects of each aim and the determination of which aims have been attained and which have been attended with obstacles.

## General Education Stages - Development - Kuwait

113. "Final Report on the Third Phase of Developing Educational Plans in Stages of General Education Between 1976 and 1979", (Al-Taqreer Al-Khitami Lil-Marhalah Al-Thalithah Min Tatweer Al-Khutat Al-Dirasiyyah Fi Marahel Al-Ta'leem Al-'Aamm Bayna Sanat 1976-1979), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 44, Kuwaiti Teachers Association, November 22, 1979, pp. 25-27.

A review is made in this article of the final report drawn by an ad hoc committee on the third phase of its work on developing curricula in the secondary stage of education in Kuwait.

The report in question covers the activities of sub-committees, the Center of Curricular Research and the Higher Educational Committee regarding the educational development plans.

Following extensive questionnaires, studies and discussions, general principles were adopted for the development of curricula in Kuwaiti general education schools. Guarantees for the successful implementation of these principles were laid down in the report.

## EDUCATIONAL PROBLEMS

### Arab Countries

114. "Challenges and Problems Faced by Education in the Arab Fatherland", (Al-Tahaddiyaat Wal-Mushkilaat Allati Tuwajihuha Al-Tarbiyah Fil-Watan Al-'Arabi), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 434, Kuwaiti Teachers Association, (Kuwait), September 27, 1979, pp. 18-19.

A review is made in this article of a memorandum prepared and circulated by the Arab League Educational, Scientific and Cultural Organization (ALESCO) on the present conditions of education in the Fatherland, the existing shortcomings in the educational structure and the prospects in the future in the light of Arab potential.

In its memorandum ALESCO said that the quantitative increase in educational input should be accompanied by a quantitative increase affecting all fields of education, including research, curricula, teaching methods, adult education and education of the handicapped and gifted.

The memorandum emphasized the need for an Arab educational strategy which would emphasize the element of man and his position in the society and which would result in a life-time continuing education.

## EDUCATIONAL PSYCHOLOGY

### Ability to Creative Thinking - Secondary Schools - Iraq

115. 'Abdul Wahhab, Fayzah Mohamed Sa'id, "A Study of the Relation between the Ability to Think Creatively and Some Values Among Pupils of the Secondary Stage in the Iraqi Republic", (Dirasat Al-'Ilaqah Bayn Al-Qudrah 'Ala Al-Tafkeer Al-Ibtikaari Wa-Ba'd Al-Qiyam Lada Talabat Al-Marhalah Al-Thanawiyyah Fil-Jumhuriyyah Al-'Iraqiyyah), Mansurah, Faculty of Education, Mansurah University, 1979, 259 pages + appendices.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, Mansurah University, for obtaining the degree of Ph.D. in Education.

This dissertation consists of five chapters.

In her first chapter, the writer stressed the importance of this research, defined its aim, scope, postulates, presumptions and terminology and described the method adopted in the development of her thesis.

Chapter 2 contains a review of the basic concepts in the field of creativeness as well as in the field of values and reviews, as well, the previous research dealing with the relation between creativeness and values.

The third chapter is devoted to the writer's field survey. Here, she described her sampling method, the technique used in applying and correcting tests, the tools and measures employed in the experiment and the statistical process applied in drawing conclusions.

The writer's results are set forth in Chapter 4 where she indicated the statistically significant relationship between creativeness and values among both sexes of the sample and the statistically significant correlation between creativeness and values among boys possessed with a high and specialized creative ability. These results were discussed at length by the writer.

The fifth chapter contained her recommendations which called for the formulation of a policy and philosophy consistent with the society's philosophy and aims for the development of pupils in the secondary stage, the reconsideration of curricula and educational programmes and the promotion of mutual cooperation and understanding between parents and children in family life.

The writer then appended her bibliographical lists as well as the tests and measures utilized in the carrying out of her field work.

## Jealousy -
## Arab Countries

116. Al-Tarawnah, Saherah Al-Nabulsi, "Jealousy Among Children", (Al-Ghayrah 'Ind Al-Atfaal), "Risalat Al-Mu'allim" magazine (Teacher's Mission), (Jordan), 22nd year, Issue No. 3, Ministry of Education, 'Amman, September 1979, pp. 41-42.

At the beginning of her article, the writer defined jealousy, described its symptoms and dealt with parents' attitude towards children developing jealousy.

After describing how a jealous child reacts, the writer dealt with the measures to be taken by the family to spare their children the evils of jealousy, particularly where a newly-born child is around.

In conclusion, the writer mentioned some considerations which mistresses should take into account to protect children in nurseries and kindergartens from the consequences of jealousy.

### Personal and Social Adjustment - The Blind - Algeria

117. Wali, Hussein Ahmed, "Social Integration of the Blind and its Impact on Their Personal and Social Adjustment in Algeria", (Athar Al-Indimaj Lada Kafifee Al-Basar 'Ala Tawafuquhum Al-Shakhsi Wal-Ijtimaa'i Bil-Jazaair), Cairo, Faculty of Arts, Ain Shams University, 1979, 304 pages + appendices.

- Dissertation submitted to the Department of Psychology of the Faculty of Arts, Ain Shams University, for obtaining the degree of M.A. in Psychology.

The first of the dissertation's seven chapters consists of an introduction to the topic under review. After stating the problem being probed, the writer indicated the importance of his research specified the aims sought from it, presented his stipulates and identified the terms used in it, particularly the blind, personal adjustment and social adjustment.

In Chapter 2, he indicated certain aspects of physical and social inadequacies in the blind's personality.

Studies conducted on related topics were reviewed in the third chapter.

Chapter 4 was devoted to the writer's field survey. He described the method used in developing his subject, the sampling system adopted, with a description of the sample's characteristics, the statistical approach to his research and the tools employed in the process.

The writer's results obtained from the field survey were set forth in Chapter 5. These deal with the impact of the blind's integration on his personal and social adjustment and with the relation between the duration of staying in special schools and the degree of personal and social adjustment among the non-integrated.

In Chapter 6, the writer interpreted and discussed these results.

The seventh chapter contained a summary of the dissertation in Arabic and English followed by the bibliography used in the compilation of his material and a set of appendices which include copy of the measure used to determine the degree to which the blind perceives the attitude of the non-blind towards him, copy of the personality test applied in the preparatory and secondary stages, copy of Hume Bell's adjustment test, copy of the questionnaire form used in surveying the blind's socio-economic status and a set of statistical tables having bearing on the research.

## EDUCATIONAL RENOVATION

### Arab Countries

118. "Programme of Educational Renovation for Development in Arab States; Proportions and Project of the Plan of Action for 1979-1982", (Barnamej Al-Tajdeed Al-Tarbawi Min Ajl Al-Tanmiyah Fil-Duwal Al-'Arabiyyah; Ab'aad Wa-Mashrou' Khuttat 'Amal Khelal Al-Sanawaat 1979-1982), "Al-Tarbiyah Al-Jadidah" magazine (New Education), Beirut (Lebanon), 6th year, Issue No. 18, (August 1979), pp. 27-70.

Following an introduction on the highlights of the programme of educational renovation for development in Arab States and the principal considerations taken into account in its formulation, an explanation was made of the concept of such programme and of the proposed network on the basis of which institutions concerned with educational renovation would be developed.

The introduction, also, explained what is meant by educational renovation and development.

The document, then, reviewed the bases on which modern education in Arab Countries would be built and indicated how much of such bases is to be imported and to what degree such bases would be exposed to social pressures resulting in education's inadequacy to achieve the established targets and in an increased percentage of failures and dropouts among the pupils of Arab Countries.

After indicating the indispensable nature of educational renovation systems in Arab Countries, the document explained the principles involved in the renovation programme and the extent of interest shown by the UNESCO in the renovation of education in Arab States. A review followed of the aims, basic characteristics, content and scope of the proposed programme for educational renovation.

Some light was cast by the document on the subjects contained in the programme, on their proportions and on their relation to development.

Dealing with the network of educational renovation constituting the framework of the proposed programme, the document stressed the need for maintaining close collaboration with the regional organizations concerned in order to ensure that the programme achieves its targets.

A review was, then, made of the patterns of action involved in the programme and an explanation of the plan of action proposed for the first phase of 1979-82.

In conclusion, the document indicated the sources of funding the programme and the respective shares of Arab States and the UNESCO.

Four tables are appended to the document respectively indicating the axes and activities of the proposed action within the framework of the programme, the major activities undertaken by the programme's information center and the financial appropriations for the programme and for its plan of action during the 4-year period of 1979-82.

## Jordan

119. El-Shami, Mohamed 'Ali, "Educational Renovations in Jordan", (Al-Tajdidaat Al-Tarbawiyyah Fil-Urdun), 'Amman (Jordan), Ministry of Education, 1979, 146 pages + appendices.

This report consists of five chapters.

Chapter 1 is concerned with the philosophy of education in Jordan. Here, the writer reviewed the general aims of education as a whole, then the aims of each of the compulsory, secondary and higher education in the country. He, further, the educational policy which Jordan contemplates to pursue in the next ten years.

In the second chapter, the writer reviewed the new educational plan and the legislations enacted for its implementation in Jordan. This plan deals, inter alia, with the organization of the school year and of examinations, whether public or held in schools.

Chapter 3 deals with the renovations introduced on the general system of education in Jordan, such as the summer and evening classes in which booster lessons are given.

The fourth chapter is captioned "Education and the Society". Under this broad title, the writer dealt with the plans devised by the Jordanian Ministry of Education for developing teacher training institutes and turning them into full-fledged faculties qualified to train teachers who would meet the requirements of Jordan and Arab Countries. He underlined the importance of keeping in touch with university graduates and of interesting pupils in the development of their society.

Chapter 5 described the recent developments effected in educational services and research. This was followed by a review of the services rendered by Jordanian educational information agencies to men of research and post-graduate students in the faculties of Education in both the Jordanian University and the Yarmouk University.

Concluding his report, the writer described the meaning of educational renovation and the high ambitions entertained by Jordan in the field of future educational development.

## Data Networks -
## Arab Countries

120. "The First Regional Consultative Meeting of the Programme of Educational Renovation for Development in Arab States", (Al-Ijtimaa' Al-Awwal Al-Istishaari Al-Iqlimi Li-Barnamaj Al-Tajdeed Al-Tarbawi Min Ajl Al-Tanmiyah Fil-Duwal Al-'Arabiyyah), Doha (Qatar), April 21-26, 1979, "General Framework of the Plan of Action for Establishing an Educational Renovation System for Development in Arab States", (Al-Itaar Al-'Aamm Li-Khuttat 'Amal Shabakat Al-Tajdeed Al-Tarbawi Min Ajl Al-Tanmiyah Fil-Duwal Al-'Arabiyyah), "Al-Tarbiyah Al-Jadidah" magazine, (New Education), 6th year, Issue No. 18, (August 1979), pp. 126-188.

This article consists of a report on the purposes, activities and discussions of the First Regional Consultative Meeting of the Programme of Educational Renovation for Development in Arab States held in Doha (Qatar). A review was made of the discussions and dialogues which went on in the sessions between the participating technical groups.

Following a review of the general principles embodied in the plan adopted by the Meeting, an account was given of the various activities of the programme during its initial year of 1979 and of the activities projected for 1980/82.

Programmes approved deal with basic education, self-education, reorganization of secondary education and linking it to work and production, preparation and training of technicians, modernization of educational administration and training of teaching personnel.

The report ended with a review of the data network on the basis of which the proposed system of educational renovation would be set up.

## Meetings -
## Arab Countries

121. "The First Regional Consultative Meeting of the Programme of Educational Renovation for Development in Arab States", (Al-Ijtimaa' Al-Istishaari Al-Iqleemi Al-Awwal Li-Barnamij Al-Tajdeed Al-Tarbawi Min Ajl Al-Tanmiyah Fil-Duwal Al-'Arabiyyah), Doha (Qatar), April 21-26, 1979, "Final Report", published in "Al-Tarbiyah Al-Jadidah", (New Education), Beirut (Lebanon), 26th year, Issue No. 18, (August 1979), pp. 72-124.

This report is divided into eight chapters.

Chapter 1 deals with the above-captioned meeting, its organization, scope and participating bodies.

The meeting's objectives and functions are set forth in the second chapter.

In Chapter 3, a review is made of the set of documents prepared by UNESCO's Regional Office for Education in Arab States for presentation in the meeting.

The fourth chapter describes the activities undertaken by the host State in collaboration with the meeting's secretariat to ensure full press coverage of the meeting.

The events of the inaugural session and the speeches delivered in it are reviewed in Chapter 5, while the activities undertaken in the remaining sessions are reviewed in the sixth chapter.

Chapter 7 contains a summary of the deliberations and also the meeting's outcome concerning approval of the plan of action of the 1979/82 programme, clarification of the programme's financing methods, preparation of the programme's estimated budget and listings of institutions considered as prospective associates in the programme.

The eighth chapter contained a review of the meeting's closing session, the text of the agenda, a list of the documents presented, a list of the participants and the full texts of the speeches delivered in the inaugural and closing sessions.

## EDUCATIONAL RESEARCHES

122. 'Afifi, Mohamed El-Hadi, "The Historical Approach to Research", (Minhaj Al-Bahth Al-Tarikhi), "Views on Educational Research", (Aaraa Hawl Al-Buhuth Al-Tarbawiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp. 21-34.

Beginning his article, the writer said that, consistently in all ages, there has been interest in exploring the past and obtaining information about it. He, then, explained the various applications of the historical approach in any research.

Dealing with the process and steps involved in any historical research, the writer stressed the need for defining the problem at hand, formulating the assumptions which explain events and surround the problem, collecting historical material from first and second hand sources, interpreting the results obtained from the collected and verified material and, lastly, writing the report on the required research.

After explaining the limits of historical research, he dealt with the nature of historical knowledge and the process employed in applying the scientific approach to historical research consisting of: examination of sources, formulation of assumptions, observation and experimentation.

Concluding his article, the writer pointed to the weak points hindering any work on historical research.

## Arab Countries

123. Nushi, Fuad, "Review of Some Activities of Educational Research in the Arab Fatherland", ('Ard Li-Ba'd Anshitat Al-Bahth Al-Tarbawi Fil-Watan Al-'Arabi), "Views on Educational Research", (Aaraa Hawl Al-Buhuth Al-Tarbawiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp. 87-91.

In reviewing educational research activities in the Arab Fatherland, the writer divided his article into two parts.

Part one is concerned with the activities performed within the framework of Arab League Educational, Scientific and Cultural Organization (ALESCO) and its predecessor the Cultural Administration since 1965 and until 1976. He reviewed the conferences, meetings and training sessions organized by the Arab League agencies at the level of the Arab Fatherland to discuss educational research.

Part two reviews the activities carried out by the competent educational research agencies in each of the eighteenth Arab States covered, namely: Jordan, the State of Bahrain, Tunisia, the Sudan, Iraq, the Sultanate of Oman, Kuwait, Algeria, Libya, Egypt, Morocco, Lebanon, Mauritania, the United Arab Emirates, Qatar, the Yemeni Arab Republic and the Popular Democratic Republic of Yemen.

In conclusion, the writer indicated the extent to which individual Arab Countries differ in educational research, concluding that ALESCO should set up a central Arab agency for educational research.

## Aims -
## Arab Countries

124. El-Sayyed, Fuad El-Bahyy, "Educational Research; Its Problems, Aims and Kinds", (Al-Bahth Al-Tarbawi; Mushkilatuhu, Ahdaafuhu, Anwaa'uhu), "Views on Educational Research", (Aaraa Hawl Al-Buhuth Al-Tarbawiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp. 11-20.

Following an introduction in which the writer reviewed the challenges of our age and indicated the role of education in confronting them, he described role played by educational research in the process of educational improvement, reformation and modernization.

Moving to the problems involved in educational research, the writer underlined the aims of scientific research in educational matters and talked on the elements of forecasting, comprehension and control.

After saying that techniques of scientific research are numerous, he described the important steps involved in the study of any problem, adding that research is classified into two categories, descriptive and fundamental.

Descriptive research includes: preliminary, descriptive, diagnostic and progressive research.

Fundamental research includes: experimental, basic, applied, active, field, follow-up and comparative research.

The writer explained the meaning of each of these concepts and the steps involved in each.

## Articles -
## Arab Countries

125. Arab League Educational, Scientific and Cultural Organization (ALESCO), "Views on Educational Research", (Aaraa Hawl Al-Buhuth Al-Tarbawiyyah), Cairo, 1979, 126 pages.

This document consists of a number of articles dealing with educational researches. Titles of these articles are:

- How to study problems of education in a given Arab country?;
- Problems, aims and types of educational research;
- The method of historical research;
- Types and scopes of educational research;
- The academic results of educational research;
- Tools of educational research;
- Processes of educational research;
- Preparation of accomplishment tests;
- An experiment on the preparation of an educational research;
- Importance of educational documentation to educational research;
- Activities of educational research in the Arab Fatherland;
- Resolutions and recommendations adopted in some Arab and international conferences and meetings in connection with the development of educational research.

Three guides are appended to this document, namely: the guides to the First and Second Sessions on Educational Research concluded in Cairo in 1975 and 1976 respectively and the guide to the Third Session held in Baghdad in 1977.

## Educational Conferences - Recommendations - Arab Countries

126. "Some Resolutions and Recommendations Adopted by Some Arab and International Conferences and Meetings in Connection with the Development of Educational Research", (Ba'd Al-Qaraaraat Wal-Tawsiyaat Al-Saderah 'An Ba'd Al-Mouatamaraat Wal-Ijtimaa'aat Al-'Arabiyyah Wal-Dawliyyah Bi-Shaan Tanmiyat Al-Buhuth Al-Tarbawiyyah), "Views on Educational Research", (Aaraa Hawl Al-Buhuth Al-Tarbawiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp. 93-102.

This document has compiled a large number of resolutions and recommendations adopted at Arab and international level on developing educational research in Arab Countries. These include:

- the recommendations adopted by the General Conference of Arab League Educational, Scientific and Cultural Organization (ALESCO) in its Third Session held in January 1974 and Fourth Session held in January 1976;

- the recommendations adopted by the Fourth Conference of Arab Ministers of Education held in December 1972, the Second Regional Conference held in February 1966 and the Third Regional Conference of Arab Ministers of Education and Economic Planners held in 1970;

- the articles contained in the Arab Cultural Unity Pact adopted in 1964;

- the recommendations adopted by the Symposium on Unifying Curricular principles in general education held in 1965;

- the recommendations adopted by the Symposium on Unifying Curricular principles in technical and vocational education held in 1967; and

- the sixtieth recommendation adopted by the 29th International Conference on public education held in July 1966.

The last recommendation dealt with the aims, organization systems, publication and application of educational research as well as the qualifications required in those responsible for this type of research.

In conclusion, the document reviewed the bases and methods for realizing international cooperation in educational research.

## Methods -
## Arab Countries

127. Hassaan, Hassaan Mohamed, "The Birth of a Research; Impressions and Experiment", (Meelaad Bahth; Intiba'at Wa-Tajrubah), "Views on Educational Research", (Aaraa Hawl Al-Buhuth Al-Tarbawiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp, 71-77.

In this article, the writer described his personal experience in selecting a topic for a Ph.D. dissertation and in proceeding with the further steps until his thesis was written, describing his own impressions relative to the process.

After reviewing the steps involved in selecting a topic, including his reasoning and criterion in making such selection, the writer reviewed the references consulted, described the manner in which these references were selected and mentioned the difficulties encountered in tracing his references.

He also stressed the importance of making an inventory of all libraries and institutions interested in his particular research, then dealt with the activities of documentation in the Arab World as well as the problems hindering such activities. In this connection, he elaborated on the Egyptian Documentation Center and reviewed the basic bibliographical material dealing with education which a writer should begin to read.

The writer then described his field survey, the steps involved in it, the sampling method utilized, the manner in which the questionnaire was designed and all other related steps.

Concluding his article, he described the characteristics which a social educational researcher should possess.

A bibliographical list was appended to his article.

## Problems - How to Study Them

128. El-Qousi, 'Abdul 'Aziz, "How Do We Study the Problems of Education in a Given Arab Country", (Kayfa Nadrus Mashaakel Al-Ta'leem Fi Baladin 'Arabi), "Views on Educational Research", (Aaraa Hawl Al-Buhuth Al-Tarbawiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp. 7-10.

After explaining why he chose to write this paper and indicating the cause it could serve in diagnosing and defining educational problems, the writer explained what is meant by the interrelationships between the components of one problem, citing, by way of example, the relation between the teaching method of a teacher and the guidance process carried out by school inspectors.

Reviewing the factors which influence and are influenced by education, the writer focussed on the demographic, cultural, social, political and economic factors, adding that in order that the educational problems of any given Arab country may be studied, one needs to acquaint himself with its geographical position and boundaries, the developments underwent by education and the factors influencing it, the legislative and organizational aspects of education, the system of education and the text books prescribed for pupils.

## Processes -
## Arab Countries

129. 'Abdul Mawgoud, Mohamed 'Ezzat, "Processes of Educational Research", ('Amaliyyaat Al-Bahth Al-Tarbawi), "Views on Educational Research", (Aaraa Hawl Al-Buhuth Al-Tarbawiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp. 55-62.

After reviewing what is meant by hypothesis and mentioning the characteristics of any hypothesis, the writer differentiated between data and hypotheses and described the process utilized in selecting the latter, giving examples to illustrate his argument.

Moving to variables, he indicated the manner in which they could be depicted and distinguished, then reviewed the types of variables and expounded on each type, such as: the independent variable, the valid variable, the catalyst variable and the substantiating variable.

In conclusion, the writer reviewed an exercise prepared by him to identify and distinguish variables and stressed the need for consulting academic dissertations in order to experiment on their hypotheses and distinguish between the different variables involved in them.

## Results -
## Arab Countries

130. El-Hamadani, Muwaffaq, "The Scientific Results of Educational Research", (Al-Natayej Al-'Ilmiyyah Lil-Buhuth Al-Tarbawiyyah), "Views on Educational Research", (Aaraa Hawl Al-Buhuth Al-Tarbawiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp. 39-47.

After describing in a quick glance the aims sought from this article and reviewing the subjects covered by it, the writer explained what is meant by science and indicated its nature and characteristics.

Saying that science is based on facts, the writer explained how ideas develop and, eventually, become scientific hypotheses or categories lending themselves to experimentation by means of scientific research.

Dealing with behaviour, he reviewed the history of writings on conduct and the sciences which emerged in the Nineteenth Century and whose purpose was to subject behaviour to scientific techniques. Here, he described the works of the various researchers until the end of the Nineteenth Century in employing academic methods in collecting data.

The writer concluded by saying that behaviourist schools encountered since the end of the Nineteenth Century included the experimental school, the correlative school and the case-study school.

## Tools -
## Arab Countries

131. 'Osman, Sayyed Ahmed, "Tools of Research", (Adawaat Al-Bahth), "Views on Educational Research", (Aaraa Hawl Al-Buhuth Al-Tarbawiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp. 49-54.

This article is concerned with the steps involved in writing a research. It reviews in detail the techniques employed in the research, the tools and equipment utilized the random and other type of applied samples selected, the tests and questionnaires prepared the interviews conducted and the documents consulted.

After indicating the factors which contribute to the success of any research, the writer appended his bibliographical list for the benefit of interested readers.

### Types -
### Arab Countries

132. Qallini, Rushdi Labib, "Types and Scopes of Research in Education", (Anwaa' Al-Buhuth Fil-Tarbiyah Wa-Majaalatuha), "Views on Educational Research", (Aaraa Hawl Al-Buhuth Al-Tarbawiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp. 35-37.

At the beginning of his article, the writer explained the concept of scientific research and indicated its importance in the educational field and its impact on developing efficiency in facing educational situations and in avoiding the dangers of haphazard planning in educational matters.

Reviewing the principal axis of scientific research in the field of education, the writer mentioned the aims of research and its role in developing educational philosophy, studying the realities.

Dealing with the scope and types of educational research, he classified research as to its nature into basic, pure and applied, as to its trends into academic and field research, as to its methods into historical, descriptive and experimental and as to researchers into individual and group research.

A bibliographical list was set at the end of the article.

## EDUCATIONAL STATISTICS

### Arab Countries

133. Arab League Educational, Scientific and Cultural Organization (ALESCO), "Bulletin of Educational Statistics in the Arab Fatherland 1976/77", (Nashrat Al-Ihsaat Al-Tarbawiyyah Fil-Watan Al-'Arabi 1976/77), Cairo, 1979, 272 pages.

The text of this Bulletin is divided into four parts, preceded by an introduction on its significance to peoples concerned with educational affairs in the Arab Fatherland.

Part 1 consists of an appraisal of the statistical data received from 13 Arab States.

The second part contains statistics of a general nature on public, university and post-graduate education in the Arab Fatherland. The breakdown of these statistical data is given in Part 3.

The fourth part contains detailed results of the statistical analysis to which public, university and post-graduate education in the Arab Fatherland has been subjected.

Statistical tables follow, divided into 10 sets. These indicate:

- the number of schools divided by type and nature in all stages of education;

- The number of classes and students, the density of classes in the first year and the gross number of students in all classes divided according to the nature of school in the different stages of education;

- the number of classrooms and students and the share of each one thousand students in such classrooms according to the nature of school in the various stages of education;

- the distribution of teachers according to academic qualifications and the ratio between teachers and each one thousand students according to the nature of school at all educational levels;

- the number of educational personnel and the ratio between them and each one thousand students according to school nature in all educational stages;

- distribution of students and teachers by nationality, school nature and educational stage;

- number of students registered in the last year of each educational stage, students sitting for examinations and successful students divided by school nature and educational level;

- a statistical account of institutes at the post-secondary or equivalent level below the university stage;

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- a statistical account of higher institutes having equal status with universities;

- a statistical account of universities, students and faculty; and lastly,

- data of general nature, diagrams and some statistical data of historical significance.

## EDUCATIONAL STRATEGY

### Development - Arab Countries

134. Arab League Educational, Scientific and Cultural Organization (ALESCO), "Strategy for Developing Arab Education; Report of the Committee on Formulating Arab Countries' Strategy for Developing Education", (Istratijiyyat Tatweer Al-Tarbiyah Al-'Arabiyyah; Taqreer Lajnat Wad' Istratijiyyah Li-Tatweer Al-Tarbiyah Fil-Bilaad Al-'Arabiyyah), 1st edition, December 1979, 413 pages.

This document consists of areport prepared by the Committee on Educational Strategy as approved by ALESCO's Special Plenary Conference held in Khartoum (the Sudan) in 1978.

In a foreward to this document, ALESCO's Director reviewed the history of embarking on the task of formulating an Arab educational strategy.

In his introduction to the document, the Committee Chairman described the steps involved in the formulation of Arab educational strategy, listed names of Committee members, reported on the discussions which took place, specified the dates and places of the Committee's meetings, reviewed the studies and issues dealt with and enumerated the final resolutions and recommendations adopted.

Then followed nine chapters and a set of appendices.

In Chapter 1, a discussion was given on the extent to which Arab Countries were desirous of effecting a change.

Chapter 2, contained a review of the history of education, cultural characteristics, social set up, educational principles and institutions and intellectual figures in Arab Countries.

The third chapter is concerned with the challenges facing Arab Countries and the attitude of each country towards them. It, also, dealt with the development of education in Arab Countries and the factors influencing it. Furthermore, a review was made of the social, political, economic and demographic characteristics of the Arab society in the Twentieth Century.

Chapter 4 is devoted to Arab education, its present status, trends, problems and influencing factors.

The fifth chapter is concerned with the world of today and tomorrow. It deals with the facts of the present and the needs for the future at both the international and Arab levels and describes the principal indicators of the facts of today.

In Chapter 6, a discussion was made of the nature of and the principles involved in strategy and, also, of the development underwent by Arab education. Two types of strategy were discussed, one involving a continuous series of steps and the other purporting partial reform. Principles involved in the proposed strategy were explained.

The strategy of Arab education was discussed in detail in Chapter 7, including the elements involved in it and the options available. Emphasis was made on the need for developing an Arab social philosophy, creating an educated society in Arab Countries, diversifying the educational infrastructure, directing attention to non-scholastic education, providing educational opportunities to the handicapped, improving school buildings, adopting appropriate teaching methods, organizing conferences, training teachers and enacting educational legislations. All the above were subject of recommendations listed at the end of the Chapter.

Chapter 8 reviewed the priorities involved in pursuing the strategy's aims and objects. Examples of such priorities were mentioned.

The ninth and last chapter was devoted to the ways and means of putting the proposed Arab educational strategy into effect and the phases involved in implementation.

Appendices placed at the end of the document contain a set of statistical tables on population census, educational conditions, manpower and economic activities in Arab Countries. They also contain some resolutions on the formulation of a strategy adopted by educational conferences.

## EDUCATIONAL SYMPOSIA

135. 'Abdul Jalil, Hussein, "Thirteen Arab Countries in an Educational Symposium", (13 Dawlah 'Arabiyyah Fi Nadwah Tarbawiyyah), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 433, Kuwaiti Teachers Association, Kuwait, September 1979, pp. 12-15.

An account is given in this press coverage of a Symposium organized by the Arab Center of Educational Technologies, its aims, participating States, discussions and speeches delivered therein.

Subjects discussed in the Symposium deal with the utilization of radio and TV programmes in educational purposes. Topics of these subjects are: supervision of educational TV programmes, planning for radio and TV programmes, scheduling programme beamings according to the timetables of classes, relationship between examination systems and radio and TV programmes and Iraq's experience with educational TV.

Discussions in the Symposium dealt with the concept of educational programmes, problems of TV programmes, functions of the Arab Center of Educational Technologies in eliminating problems faced by TV educational programmes and enhancement of inter-Arab collaboration in the field of radio and TV.

Recommendations adopted by the Symposium were outlined.

## EDUCATIONAL TESTS AND MEASURES

### Saudi Arabia

136. Zahran, Hamed, "Standardization of Progressive Matrices Test to Suit the Saudi Environment in the Western Province", (Taqneen Ikhtibaar Al-Masfufaat Al-Mutatabi'ah 'Ala Al-Beeah Al-Sa'udiyyah "Al-Mantiaqh Al-Gharbiyyah"), by Hamed Zahran et al under the supervision of Fuad Abu-Hatab, Mecca, (Saudi Arabia), Center of Educational and Psychological Research, Faculty of Education, King 'Abdul 'Aziz University, 1399 A.H., (1979 A.D.), 60 pages.

In an introduction to this document, the authors described the steps taken by them eversince a committee was set up to conduct this research in 1394/95 A.H. (1974/75 A.D.) and until it was finally published in 1399 A.H. (1975 A.D.).

The text of the document followed. Here, the authors stated the problem under exploration, defined their theoretical framework, described the test undertaken and the method for developing their research, showed their sampling method, reviewed the outcome of their work and indicated the accuracy, reliability and criteria of the test. They, also, described the Progressive Matrices Test sheets used in the survey.

Following a bibliographical list, the authors appended nineteen tables covering the schools from which the samples were chosen, the average deviations involved in testing and the environmental criteria of the total sample and of the male and female samples.

## Drawing -
## Saudi Arabia

137. Abu Hatab, Fuad, "Standardization of Draw-a-Man Test in the Saudi Environment", (Taqneen Ikhtibaar Rasm Al-Rajul 'Ala Al-Beeah Al-Sa'udiyyah), by Fuad Abu Hatab et al, Mecca (Saudi Arabia), Center of Educational and Psychological Research, Faculty of Education, King 'Abdul 'Aziz University, 1979, 112 pages.

As an introduction to this research, the authors reported that a Committee for Standardizing Mental Tests has been set up by the Center of Educational and Psychological Research of the Faculty of Education of King 'Abdul 'Aziz University. They described the constitution, object and achievements of this Committee.

Moving to the subject-matter of the research, the authors began by describing the test known as Draw-a-Man and relating the developments it had gone through. They, also, reviewed the earlier studies conducted on similar and related subjects.

The authors then stated their problem, describe the method used in surveying it and reviewed the results obtained from subjecting the Draw-a-Man test to statistical analysis and similar other results obtained from the progressive matrices test applied as solution for Draw-a-Man test. These results indicate the differences between sexes, the coefficients of universal items and validity item and the reliability and validity tests.

The writers' appendices included samples of the tests and questionnaires used in connection with this research.

A bibliographical list is set at the end of this research paper.

# EDUCATORS

## Conditions -
## Arab Countries

138. 'Ali, Sa'id Isma'il, "Conditions of Arab Educators", (Awdaa' Al-Murabbeen Al-'Arab), Cairo, Dar Al-Thaqafah Lil-Tibaa'ah Wal-Nashr, 1979, 111 pages.

Following an introduction on the circumstances in which this book was written, the writer divided its text into four parts.

The first part dealt with the teacher's position on the map of culture before and after Islam.

Part 2 is concerned with the teacher's position vis-a-vis educational work.

In the third part, the writer dealt with the economic, social and financial status of Arab educators emphasizing the following points: that Arab educators lack social appraisal, that their selection and appointment are wanting, that they receive insignificant services on the part of their professional guilds, that they work under hardship, that their salaries are low and that other kinds of problems are faced by mistresses.

An attempt was made by the author in Part 4 to propose ways and means for improving the economic and social status of Arab educators, such as: compliance with the ethical code of the teaching profession, attraction of highly promising candidates to enroll in teacher training colleges and faculties of education, extending care to married mistresses to help them overcome their problems, revision of the methods, techniques and philosophy of inspection and improvement of the financial and social conditions of teachers.

To the book was appended the author's reference material.

# ERADICATION OF ILLITERACY

## Arab Countries

139. Mustafa, Mustafa 'Abdul Ghani, "International Literacy Day and Arab Unity", (Fil-Yawm Al-'Aalami Li-Mahwu Al-Ummiyyah Wal-Wahdah Al-'Arabiyyah), "Al-Mawqif Al-'Arabi", (Arab Situation), Cairo, Issue No. 30, (October/November 1979), pp. 128-135.

After explaining the concept of illiteracy and indicating its effect on retarding Arab unity and on unifying the concepts and aims of the Arab society, the writer said that imperialism, on the one hand, and some rulers, on the other, have been responsible for the widespread ignorance and illiteracy among Arab masses.

The writer then reviewed the rates of illiteracy in the Arab World in 1970 as compared with 1960 and indicated the respective rates among males and females and in rural and urban regions.

He indicated the efforts exerted by Arab States in fighting illiteracy and those of the UNESCO and UN organizations in implementing the world experimental literacy programme in some Arab Countries.

Concluding his article, the writer pointed to some obstacles hampering efforts to wipe illiteracy among Arab masses, mentioning in particular the vague philosophies of education and the inadequate mass media.

Books consulted by the writer were listed at the end of his article.

## Comprehensive Campaigns

140. Abu 'Amshah, 'Adnan, "Adoption of the Scientific Method in the Comprehensive Campaigns for Eradicating Illiteracy", (Al-Akhz Bil-Uslub Al-'Ilmi Fil-Hamlaat Al-Shamelah Li-Mahwu Al-Ummiyyah), "Symposium on How to Implement the Arab Strategy for Eradicating Illiteracy", (Nadwat Kayfiyyat Tanfeez Al-Istratijiyyah Al-'Arabiyyah Li-Mahwu Al-Ummiyyah), Arab Agency for the Eradication of Illiteracy and Adult Education, League of Arab States, Baghdad (Iraq), 1980, pp. 113-142.

- Paper presented at the Symposium on How to Implement the Arab Strategy for Eradicating Illiteracy held in 'Amman (Jordan) between July 14 and 19, 1979.

Following an introduction on what is meant by a comprehensive campaign against illiteracy and on the dire need for similar comprehensive campaigns in the Arab Fatherland, the writer elaborated on the Arab strategy purporting to wipe out illiteracy in Arab Countries and indicated its aims and vitality in drawing the guidelines which Arab States use in formulating and implementing their plans.

Dealing with the prerequisites for organizing comprehensive literacy campaigns, the writer pointed to the role which popular organizations should play in this respect and added that the scientific approach to the problem of illiteracy should be adopted. By scientific approach he meant that the motives behind illiteracy should be discerned and analysed, that the problem should be subjected to statistical treatment, that the true proportions of the problem should be determined, that the pertinent data should be collected and analysed and that the results should be recorded.

## Cultural Illiteracy - Conferences - Arab Countries

141. "Everything About the Conference on the Eradication of Cultural Illiteracy; The Conference Adopts Resolutions, Recommendations and Appeals Addressed to Arab Responsible Leaders", (Kull Shayy 'An Mouatamar Mahwu Al-Ummiyyah Al-Hadaariyyah; Al-Mouatamar Yusder Qararaat Wa-Tawsiyaat Wa-Nidaat Lil-Massouleen Al-'Arab), "Al-Rayed" (Kuwait), 10th year, Issue No. 445, the Kuwaiti Teachers' Association, Kuwait, December 20, 1979, pp. 9-11.

A review is made in this article of the outcome of a conference held in Baghdad (Iraq) on the eradication of cultural illiteracy in which representatives of some Arab Countries took part.

After relating the history of Arab endeavour to combat illiteracy eversince the Alexandria conference of 1964, the writer reported on the present conference, its sessions, the Arab States represented in it, the papers and studies presented to it and the final recommendations adopted.

These recommendations call, inter alia, for concerted Arab action, creation of popular and professional organizations, establishment of national councils having at their disposal all technical and professional expertise, launching educational campaigns through media, inaugurating training programmes, establishing committees for formulating curricula and preparing text books and evaluating all activities involved in literacy campaigns.

An appeal was addressed by the Conference to Arab responsible leaders for according their blessings to literacy programmes.

## Development -
## Arab Countries

142. El-Sufi, 'Abdul Jalil, "Integration Between Literacy Efforts and Development Efforts", (Takamul Juhud Mahwu Al-Ummiyyah Ma' Juhud Al-Tanmiyah), "Symposium on How to Implement the Arab Strategy for Eradicating Illiteracy", (Nadwat Kayfiyyat Tanfeez Al-Istratijiyyah Al-'Arabiyyah Li-Mahwu Al-Ummiyyah), Arab Agency for Eradicating Illiteracy and Adult Education, League of Arab States, Baghdad (Iraq), 1980, pp. 79-122.

- Paper presented to the Symposium on How to Implement the Arab Strategy for Eradicating Illiteracy held in 'Amman (Jordan) between July 14 and 19, 1979.

At the beginning of his paper, the writer indicated the interrelations between literacy and development and the socio-economic variables which influence such relations.

He, further, dealt with the efforts exerted to fight illiteracy within the context of integration with development efforts. In this connection, he reviewed the experience of some Arab Countries in integrating their literacy and development efforts, focussing on the experience of Iraq and Jordan, on Saudi Arabia's experience in fighting illiteracy among women and on Democratic Yemen's experience in wiping out illiteracy among cultivators.

Dealing with the means whereby literacy campaigns could be employed in stepping up production, the writer related the elements involved in production and described man's role in productive work and the role of education, training and culture, as involved in literacy programmes, in building up capable men who could meet development requirements and make effective contributions towards implementing development projects.

A number of suggestions were put forward by the writer which aimed at defining the educational, training and cultural dimensions of literacy programmes.

The paper ended with the writer's list of reference material.

143. Galal, 'Abdul Fattah, "Working Guide for the Functional Eradication of Illiteracy in the Regulated Sector", (Daleel Al-'Amal Fi Mahwu Al-Ummiyyah Al-Wazifi Fil-Qitaa' Al-Munazzam), by 'Abdul Fattah Galal et al. "Aaraa", (Opinions), issued in Sirs Layan (Lower Egypt), 9th year, Issue No. 3, (September 1979), pp. 13-24.

This Guide is concerned with the functional eradication of illiteracy in the sector of economy regulated by the Government.

After explaining that Arab Countries are extremely keen on getting rid of the problem of illiteracy and that there is dire need to specialists who are capable of taking the lead of action in this field, the compilers of the Guide underscored its importance in administering and organizing work and in meeting the technical requirements involved.

After defining the fields of work in fighting illiteracy both in the private and in the regulated sector, the Guide described the type of action applicable to each.

Dealing with functionalism, the Guide pointed to its importance to individuals and explained in detail the functional eradication of illiteracy.

The Guide, further, indicated the method whereby functional approaches and techniques, and the educational aids designed for their purposes could be applied. It explained the teaching methods most useful in functional education and described the manner in which people may be lured to join functional courses.

The practical steps involved in the functional eradication of illiteracy are described in the Guide. The first step requires a listing of all illiterates in a given organization or sector. A second step consists of assigning certain hours in each organization or sector for literacy courses. Another step is to set special rooms to serve as classrooms. A budget should be allocated in each unit to cover the expenses incurred in fighting illiteracy.

The Guide, then, explained the philosophy of training manpower according to the respective vocation of each category of employees. A number of training programmes were reviewed, as well as the procedure followed in designing and evaluating each programme.

In conclusion, the Guide stressed the importance of educational aids in the functional onslaught against illiteracy and described the manner in which these aids could be most efficiently utilized.

## Political Decisions - Arab Countries

144. Fahmi, 'Ali, "The Importance of the Political Decision in the Comprehensive Campaign for Eradicating Illiteracy", (Ahammiyyat Al-Qaraar Al-Siassi Fil-Hamlah Al-Shamelah Li-Mahwu Al-Ummiyyah), "Symposium on How to Implement the Arab Strategy for Eradicating Illiteracy", (Nadwat Kayfiyyat Tanfeez Al-Istratijiyyah Al-'Arabiyyah Li-Mahwu Al-Ummiyyah), Arab Agency for Eradicating Illiteracy and Adult Education, League of Arab States, Baghdad (Iraq), 1980, pp. 143-156.

- Paper presented to the Symposium on How to Implement the Arab Strategy for Eradicating Illiteracy held in 'Amman (Jordan) between July 14 and 19, 1979.

In an introduction to his paper, the writer reviewed the problems faced by the individual states of the Third World following their independence, indicated the importance of the human element in the socio-economic development battles and underlined the need for a comprehensive confrontation of the problem of illiteracy.

He then said that it is of utmost importance to have a political decision issued carrying its effective weight on the implementation of the comprehensive plan for eradicating illiteracy. This political decision should, in the opinion of the writer, be put to the public in order to secure their support and backing and add impetus to its effect.

After describing the features and shape of this political decision, the writer elaborated on the role of the competent agencies in applying it, saying that all such agencies should coordinate their field activities, whether at the planning or at the implementation level.

He, then, reviewed the Arab conferences, panels and symposia which have called upon Arab States to enact the appropriate legislations for fighting illiteracy and educating adults, saying that some States have been responsive and issued the relevant legislations.

Concluding his paper, the writer said that in all planning, implementation and follow-up procedures, Arab Countries should employ the most advanced devices and should demonstrate the highest level of performance.

## Popular Efforts - Arab Countries

145. El-Bayyati, 'Alaauddin, "The Role of Popular Efforts in Literacy and Social Development Campaigns in the Arab Fatherland", (Dawr Al-Juhud Al-Sha'biyyah Fi Hamalaat Mahwu Al-Ummiyyah Wal-Tanmiyah Al-Ijtima'iyyah Fil-Watan Al-'Arabi), "Symposium on How to Implement the Arab Strategy for Eradicating Illiteracy", (Nadwat Kayfiyyat Tanfeez Al-Istratijiyyah Al-'Arabiyyah Li-Mahwu Al-Ummiyyah), The Arab Agency for the Eradication of Illiteracy and Adult Education, League of Arab States, Baghdad, 1980, pp. 55-78.

- Paper presented to the Symposium on How to Implement the Arab Strategy for Eradicating Illiteracy, held in 'Amman, Jordan, between July 14 and 19, 1979.

As an introduction to his paper, the writer explained the aims which are sought from eradicating illiteracy as well as the aims he personally sought from making this presentation.

He, then, defined the terms occasioned in his paper, such as popular efforts, alphabetical illiteracy, cultural illiteracy, social change and method.

The writer then explained the relation between popular efforts and social development and underlined the importance of mobilizing these efforts to fight illiteracy and secure adult education and also to bring about the economic development and social and cultural changes in Arab Countries.

Dealing with the present status of popular efforts in the Arab World, the writer cited a number of obstacles hindering them and reviewed the developments undergone by these popular efforts in literacy and adult education campaigns in Egypt, Iraq, Syria, Morocco, the Sudan, 'Oman, Bahrain and Lebanon, adding that these efforts have been easy going and encountered stumbling blocs.

Concluding his paper, he advanced some suggestions to the effect that political decisions should add momentum to official efforts, that national development efforts should be intensified, that planning and implementation should follow scientific principles, that masses and popular organizations should be urged to intensify their efforts in fighting illiteracy and that nationals should be trained to contribute and volunteer.

### Reading - Accomplishment -
### Teachers Training Effect -
### Iraq

146. 'Abdullah, Najmuddin Mukhtar Ahmed, "Teacher Training as Related to Reading Accomplishment by Learners in Literacy Centers", ('Ilaqat I'daad Al-Mu'allimeen Bil-Tahseel Al-Qiraaei Lil-Dareseen Fi Marakez Mahwu Al-Ummiyyah), Faculty of Education, Baghdad University, Baghdad (Iraq), 1979, 174 pages + appendices.

- Dissertation submitted to the Faculty of Education, Baghdad University for obtaining the degree of M.A. in Education.

This dissertation consists of five chapters.

In Chapter 1, the writer states the problem being discussed, indicates the importance of his research and defines its aim, scope and terms.

Chapter 2 contains a review of earlier work written on related subjects.

The third chapter is devoted to the writer's field survey. After explaining the method used in developing the survey, he described his sampling method, which involved a sample of teachers and another of learners, and the manner in which he prepared his tools. These tools included a silent reading comprehension test, a loud reading test, a device for measuring the accuracy and reliability of the tools used and a system for correcting the tests and statistical approaches applied in the survey.

Chapter 4 contains the writer's results which revealed that a relationship exists between teacher training and learners' reading accomplishment while a difference exists between learners' accomplishment in silent reading skills and in loud reading. These results were subjected to the writer's discussion and analysis.

In the fifth and last chapter, he introduced his recommendations and suggestions for raising the standard of learners' reading accomplishment in literacy centers and also for raising the standard of instructors in these centers.

The dissertation ended with the writer's bibliography.

## Symposia - Arab Countries

147. "Symposium on How to Implement the Arab Strategy for Eradicating Illiteracy", (Nadwat Kayfiyyat Tanfeez Al-Istratijiyyah Al-'Arabiyyah Li-Mahwu Al-Ummiyyah), Amman (Jordan), July 14-19, 1979, "Final Report and Recommendations", (Al-Taqreer Al-Nihaaei Wal-Tawsiyaat), Arab Agency for Eradicating Illiteracy and Adult Education, League of Arab States, Baghdad, 1980, pp. 9-27.

This document, published in Baghdad (Iraq), consists of the final report of the symposium held in Amman (Jordan) under the auspicies of the Arab Agency for Eradicating Illiteracy and Adult Education with a view to devising ways and means for implementing an Arab strategy aimed at wiping out illiteracy.

Following an introduction on the idea and aims of the symposium, the document described the manner in which it was organized, the subjects brought up in the initial organizational session, the papers read and the discussions conducted.

The symposium's recommendations were listed in detail, being:

- that political decisions are essential for backing and ensuring the success of comprehensive national campaigns against illiteracy;

- that each country should take expedient measures to formulate a plan for launching a comprehensive national campaign against illiteracy;

- that popular efforts should combine with official endeavour in bringing about successful campaigns against illiteracy and for adult education in the Arab Fatherland;

- that laws and legislations dealing with the eradication of illiteracy should be issued with due regard to the specific circumstances and potential of each country;

- that a higher national committee for eradicating illiteracy should be established in each Arab country;

- that the traditional pattern and techniques of literacy programmes should be changed;

- that adult education should be made integrative with formal education;

- that literacy and adult education plans should be linked to socio-economic development plans;

- that the necessary material and human resources needed for literacy campaigns should be provided;

- that good use should be made of the possibilities and expertise of international and regional organizations;

- that more attention should be given to literacy programmes designed for women;

- that Arab experiments in the fields of literacy and adult education should be recorded and documented;

- that a joint Arab fund for financing and backing literacy and adult education projects and campaigns should be established;

- that primary education should be made compulsory; and

- that educational technology and innovations in continuing and adult education should be made use of.

## Woman's Literacy - A Comparative Study - Egypt and Saudi Arabia

148. Sid-Ahmed, Zainab Hassan Hassan, "A Study and Evaluation of the Efforts Exerted for Eradicating Illiteracy Among Women in Both the Egyptian and Saudi Societies", (Dirasah Wa-Taqweem Lil-Juhud Al-Mabzoulah Li-Mahwu Ummiyyat Al-Maraah Fi Kullin Min Al-Mujtama'ain Al-Misri Wal-Sa'udi), Cairo, Department of Educational Principles, Faculty of Girls, 'Ain Shams University, 1979, 403 pages.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Girls, 'Ain Shams University for obtaining the degree of Ph.D. in Education.

This dissertation consists of eight chapters.

In the first chapter, the writer talked on illiteracy as an obstacle to socio-economic development, indicated the reasons why women should be educated and explained the problem under discussion indicating, in the process, the scope of her research, the method employed in developing it and the meaning of the terms repeatedly encountered in her work.

Chapter 2 dealt with the status of women in both the Egyptian and the Saudi societies.

Woman's role in the socio-economic development of the society was elaborated in Chapter 3.

In Chapter 4, the writer dealt with woman education as a must, reviewed the social and economic variables as they reflect on the movement of woman education and related the experience of other countries in wiping out, illiteracy among women.

Chapter 5 is devoted to Saudi Arabia's experience with literacy programmes designed for women. Here, the writer described the place of woman education on the Saudi educational map and explained the official policy towards illiteracy.

After indicating the volume of the illiteracy problem in Saudi Arabia and the efforts exerted and plans formulated for eradicating illiteracy, she reviewed the curricula and text books used in literacy classes and talked on the summer campaigns launched against illiteracy among Saudi women.

The sixth chapter is devoted to Egypt and the policy pursued therein for eradicating illiteracy, whether by the Government, or by private initiative or by the UNESCO. After reviewing the present status of illiteracy in Egypt and describing the plans formulated in this connection, the writer reviewed the curricula and text books used in literacy centers.

Efforts exerted in both the Egyptian and the Saudi societies to eradicate illiteracy were evaluated in Chapter 7.

The future of literacy in both societies was dealt with in the eighth and last chapter.

The writer's recommendations called for an Arab integrative policy for eradicating illiteracy, a linkage between literacy campaigns and the socio-economic development plans, a translation of the literacy decision into a line of action, an emphasis on basic education in the primary stage and the employment of new forms of education such as learning through correspondence, parallel education and local community schools in addition to formal schools.

The dissertation ended with the writer's bibliographical list.

## EXAMINATIONS

### Bahrain

149. 'Emarah, Sami, "New System of Examinations", (Nizam Al-Imtihanaat Al-Jadid), "Al-Mawaqif" magazine, (Situations), Manama (Bahrain), Issue No. 298, (October 22, 1979), pp. 8-11.

This article is primarily an interview with the Director of the Administration of Examinations and Evaluations in the Bahraini Ministry of Education on the new system of examinations adopted for the preparatory and secondary stages by the Supreme Committee of Education.

According to the Director, the new system depends on class work record and has the advantage of being a comprehensive system for maintaining continuous evaluation of pupils.

This system is applicable to examinations of the general secondary certificate in the scientific and literary sections, of the religious institute and of the preparatory certificate. Provision is also made for its application to students applying from homes to the general secondary certificate examinations and to students sitting for the diploma of commerce.

In conclusion, the Director said that this system is advantageous to pupils who would be studying their lessons at all times during the year and to their parents who would be regularly kept au courant with the progress made by their children.

## FACULTIES AND UNIVERSITIES

### Jordan

150. "Yarmuk University", (Jami'at Al-Yarmuk), "Majallat Al-'Ulum Al-Ijtimaa'iyyah", (Magazine of Social Sciences), Kuwait, 7th year, Issue No. 3, October 1979, pp. 246-250.

This article is concerned with Jordan's second university, the University of Yarmuk which was established in Irbid in 1975 to supplement the role played by the older Jordanian University.

After explaining why Jordan deemed it advisable to establish a second university, the writer reviewed the history of Yarmuk University eversince its establishment in 1975, explained its philosophy, described its aims and reviewed in facts and figures the University's present and future expansion programmes.

The writer then reviewed in detail the phases of development contemplated for Yarmuk University, being: the primary phase (1976/77), the intermediary phase (1977/80) and the advanced phase (1980/89) after which the University would be fully equipped to absorb the growing influx of students in all faculties.

A last word was given on the agreements of collaboration concluded between the Yarmuk University and Arab and world universities and regional and international organizations.

### Community Service Center -
### Kuwait

151. "One Thousand, Nine Hundred and Seventy Four Students of Both Sexes in the Community Service Center", (1974 Daaresan Wa-Daresah Fi Markaz Khedmat Al-Mujtama'), "Al-Rayed" magazine (Kuwait), 10th year, Issue No. 433, Kuwaiti Teachers Association (Kuwait), September 20, 1979, pp. 17-19.

Interviewed by "Al-Rayed" magazine, the President of the University of Kuwait and some of its professors reviewed the accomplishments made by the University in the last academic year, emphasizing in particular the University's achievements in the fields of postgraduate education and scientific research and describing the aims contemplated from such activities and the attitude taken by the University Council towards them, more specifically, the activities of the Departments of Chemistry, Physics and Mathematics of the Faculty of Science.

Talking on other services offered by the University, the President elaborated on the development and evolution of the computer service, the re-organization of university libraries and the activities of the Faculty of Education and summer courses. The President also talked on the steps taken by the University in order to assess the range and scope of the established curricula. He reviewed, as well, a suggestion put before the University whereby law would be taught independently from Islamic Shari'ah.

The President then dealt with a variety of subjects, including the activities performed by the Community Service Center, the policy of continuing education, the status of the Faculty of Information, the policy of admission banning expatriates' children from joining the University of Kuwait and the reasons behind it, the project of opening a new Faculty of Education in the forthcoming academic year, the plans envisaged for the Kuwaitization of the University, the projects of establishing new faculties and the proposed amendment of the University's Law.

## Conditions -
## Arab Countries

152. Dawoud, 'Aziz Hanna, "University Education: Popularism vs. Progressivism", (Al-Ta'leem Al-Jami'i Bayn Al-Sha'biyyah Wal-Taqaddumiyyah), in 'Aziz Hanna Dawoud's "Educational and Psychological Studies and Readings", (Dirasaat Wa-Qiraat Nafsiyyah Wa-Tarbawiyyah), Cairo, The Anglo-Egyptian Bookshop, 1979, pp. 71-80.

In this article, the writer expressed the view that each university in the Arab World should formulate a philosophy of its own which would have the last say in its curricula, plans and strategy. In his opinion, the proposed philosophy should aim at linking popularity of university education to the growing size of universities, adopting modern approaches in order to keep abreast with the procession of new and modern branches of knowledge, linking university curricula and programmes to the society's needs and adopting scientific methods in planning for university education.

As an introduction, the writer explained the concept of philosophy as applied to universities. In particular, he dealt with liberalism and pragmatism, saying that the latter has no appeal to developing societies.

According to the writer Third World countries lack any uniform philosophy guiding them in their policies. This explains the fact that Third World universities only played a passive and formal role in the lives of the peoples, so much so that they became isolated from their respective societies. By way of example, he cited the case of Khartoum University which has been operating in an atmosphere of intellectual instability.

The writer concluded that Arab universities should adopt a guiding philosophy which would determine and shape their aims and strategies.

## Cultural University - Arab Countries

153. Mahmoud, Zaki Naguib, "Arab Cultural University", (Jami'ah 'Arabiyyah Lil-Thaqafah), "Al-Ahram" newspaper, 105th year, Issue No. 33981, (December 25, 1979), p. 11.

Alarmed by the endless controversies and discussions dealing with the ideologies of Arabism as held by the different Arab Countries, the writer proposed the established of an Arab cultural university which would concern itself with the fundamental task of studying and reviving Arab heritage, away from political or ideological influences. In their early days, the Arabs were leading a cultural life based on common values and uniform ideology. The net result was their close unity and collaboration in cultural affairs, he added.

Moving to the Arab League Educational, Scientific and Cultural Organization (ALESCO), the writer said that it had failed in creating the suitable atmosphere for any communion and interaction between Arab intellectuals. An attempt was made at deciphering the causes for such failure.

Concentrating on the proposed Arab cultural university, the writer described the fundamental principles on which it should rest and called for a general discussion in which Arab intellectuals take part to decide on the university's task and stature.

## Educational Aids - Television

154. Iskandar, Kamal Youssef, "Closed Circuit Television Offers the Radical Solution for the Most Important Problems of Higher and University Education", (Al-Television Zul Daairah Al-Mughlaqah Hall Jazri Li-Ahamm Mashakel Al-Ta'leem Al-'Aali Wal-Jami'i), "Majallat Ittihaad Al-Jami'aat Al-'Arabiyyah", (Union of Arab Universities Magazine), Issue No. 16, (September 197[illegible]), pp. 16-22.

Following an introduction in which the writer emphasized the need for reforming higher and university education and developing its methods, programmes, administration and objectives, he indicated that such reform would result in producing citizens who are capable of assuming responsibilities.

The writer went on to review the problems and challenges facing those engaged in the field of education, in particular, knowledge explosion, the high demand on higher and university education, the shortage in specialists and teaching bodies, the overcrowdedness of auditoria and lack of reference and academic books.

After describing the closed-circuit television as applied to higher and university education, he said that this technique has provided a solution for the problems of the faculties of medicine, university hospitals and practical and theoretical faculties. He, also, described how use has been made of this technology in faculties suffering from the lack of adequate staff.

The writer concluded by saying that the universal use of closed circuit TV in universities and higher institutes would solve the major problems facing higher education.

## Educational Statistics -
## Saudi Arabia

155. "Development Underwent by the Numbers of Boy and Girl Students in King Faisal University", (Tatawwur A'daad Al-Tullaab Wal-Talibaat Bi-Jami'at Al-Malek Faisal), "Majallat Ittihad Al-Jami'aat Al-'Arabiyyah", (Magazine of Arab Universities' Union), Issue No. 16, (September 1979), pp. 68-69.

This document deals with the progress of enrollment of Saudi and non-Saudi students of both sexes in the various faculties of King Faisal University in Jeddah (Saudi Arabia) eversince its inception in the academic year 1395/96 A.H.

Following an introduction indicating the faculties forming part of King Faisal University and the decrees and resolutions pursuant to which the University was established and organized, the document reviewed the numbers of Saudi and non-Saudi students admitted in the University in its initial academic year. Girl students began their march on the University as from the second academic year (1396/97 A.H.), preferring some faculties for their graduate work.

Two statistical tables are appended covering the academic years 1395/96 A.H. through 1398/99 A.H. One table indicates the total numbers of Saudi and non-Saudi students of both sexes enrolled in the University, and the other indicates the breakdown of their total numbers according to Faculties. Faculties comprising the University are: Faculty of

Medicine and Medical Sciences, Faculty of Architecture and Planning, Faculty of Agricultural and Food Sciences and Faculty of Veterinary and Animal Wealth.

## Open University -
## Arab Countries

156. El-Qudi, Youssef Mustafa, "Spheres of Open Etheric Universities in the Service of Islam", (Majalaat Al-Jami'ah Al-Maftuhah Al-Atheeriyyah Fi Khedmat Al-Islam), "Majallat Ittihad Al-Jami'aat Al-'Arabiyyah", (Magazine of Arab Universities' Union), Issue No. 16, September 1979, pp. 10-15.

Following an introduction in which the writer stressed the need for keeping education in a state of continuous renovation and modernization so as to keep abreast with the developments taking place in the economic and social domains, he reviewed some new types of schools and academic activities which have developed in some countries, particularly the system of open or etheric university.

According to the writer, this type of university would facilitate higher education for all and would satisfy the society's increasing demands. It would, also, play its role in promoting the cause of Islam. Immediate steps should, therefore, be taken to name the university's supervisors and teaching bodies in order to ensure that they attain their aims.

In describing the system of open universities, the writer concentrated on curricula, schedule, examinations, evaluation and registration.

In his opinion, the system of open university should, initially, be applied to one single faculty and, according to a phased programme to all other faculties.

In conclusion, he described the steps to be taken in order to set this project in motion.

## Physical Education -
## Iraq

157. Zunnun, Rashed Hamdun, "A Study of Certain Factors Which Cause Students to Desist from Engaging in Athletic Activities in Musul University", (Dirasah Li-Ba'd Al-'Awamel Allati Tuaddi Ila 'Uzuf Al-Talabah 'An Mumarasat Al-Nashaat Al-Riyadi Fi Jami'at Al-Musul), Alexandria, Faculty of Physical Education for Boys, Helwan University, 1979, 321 pages.

- Dissertation submitted to the Faculty of Physical Education for Boys in Alexandria, Helwan University, for obtaining the degree of M.A. in Physical Education.

This dissertation consists of five chapters.

In his first chapter, the writer stated the problem being investigated, indicated the object of his research and reviewed his assumptions and postulates.

Chapter 2 contains a review of earlier studies on related subjects.

The third chapter is devoted to the writer's field survey. After describing the method used in selecting his sample and tools, he described the manner in which they were employed in his survey and reviewed the data processing system by which the survey's results were obtained.

In the fourth chapter, the writer introduced his results which revolve around the factors influencing students' engagement in sports activities and the extent to which these factors had their bearing on the categories of students of both sexes represented in the sample. A discussion was, then, conducted around these results.

The fifth chapter contained a summary of the dissertation and a set of recommendations advocated by the writer for eventual adoption. These recommendations call for conducting analytical and descriptive surveys to determine the general characteristics of students, showing more concern for programmes' planning, launching media programmes aimed at educating the general public, training athletic coaches, providing the necessary sports equipment and introducing a proper system of incentives.

The dissertation ended with a listing of the writer's bibliographical references.

158. 'Abbas, Rabhah Hassan, "Practical School Subjects and Their Impact on Certain Elements of Physical Fitness Among the Girl Students of the Faculty of Physical Education, Baghdad University", (Taatheer Al-Mawaadd Al-'Amaliyyah 'Ala Tanmiyat Ba'd 'Anaser Al-Layaqah Al-Badaniyyah Li-Talibaat Kulliyyat Al-Tarbiyah Al-Riyadiyyah, Jami'at Baghdad), Cairo, Faculty of Education for Girls, Helwan University, 1979, 129 pages.

- Dissertation submitted to the Faculty of Physical Education for Girls, Helwan University, for obtaining the degree of M.A. in Physical Education.

This dissertation is elucidated in six chapters.

In Chapter 1, the writer introduced her topic, indicated its aims and scope, underlined its importance and defined her hypotheses and assumptions.

In the second chapter, she reviewed the earlier research conducted on physical fitness and curricula.

Chapter 3 deals with similar research work undertaken by writers.

The fourth chapter is devoted to the field survey. Here, she described her sampling methods, the tests adopted in the course of the survey, the preliminary experiment undertaken and the steps involved in the application of tests.

The writer's results obtained from the field survey were reproduced in Chapter 5.

The sixth chapter contained her conclusions and recommendations, all of which deal with physical fitness and practical school subjects. She advocated directing more attention to physical fitness and practical subjects, separation of boys from girls in physical education, considering physical fitness a vital prerequisite for admission in physical education faculties, utilization of educational aids, showing interest in girls' psychological condition and developing their aptitudes towards physical education.

The writer appended a bibliographical list and a summary in Arabic and English.

## Qan Yunus University -
## Libya

159. Shumais, 'Ali Mohamed, "Academic Systems in Qan Yunus University", (Al-Nuzum Al-Dirasiyyah Bi-Jami'at Qan Yunus), "Majallat Ittihad Al-Jami'aat Al-'Arabiyyah", (Magazine of Arab Universities' Union), (Cairo), Issue No. 16, September 1979, pp. 23-34.

As an introduction to his article on Qan Yunus University Benghazi, Libya, the writer defined some relevant terms, such as: university, efficiency and characteristics of the academic system.

Moving to the University in question, he said that some of its constituent faculties are on campus, while some others are located in the City of Al-Baida. Some follow the academic system of one integral year, while others prefer the semester system. After comparing the pros and cons of both systems, the writer expressed his own views and recommended that all faculties comprised in the University should follow a uniform system.

### Students' Registration - Conferences - Arab Countries

160. "Conference on Registration in Arab Universities", (Mouatamar Al-Tasjeel Bil-Jami'aat Al-'Arabiyyah), Manama (Bahrain), December 1979, "Conference's Recommendations", (Tawsiyaat Al-Mouatamar), "Akhbar Al-Khalij" newspaper, (Bahrain), 4th year, Issue No. 1179, (December 25, 1979).

A review is made in this press coverage of the Conference on Registration in Arab Universities held in Bahrain under the auspicies of the Arab League Educational, Scientific and Cultural Organization (ALESCO).

After listing the Arab universities which took part in this Conference, a review was made of the recommendations adopted which deal with: the teaching of computer technology in universities, the enhancement of academic guidance, the preparation of two guides, one on certificates qualifying holders to join universities and the other on universities, the standardization of expressions used in connection with admission and registration in Arab universities, the exchange of regulations and application forms relative to registration among Arab universities and the organization of two symposia, one on the utilization of the computer in registration and admission work and the other on evaluation and examination systems in universities.

161. 'Isawi, 'Abdul Rahman, "The Role of Arab University Education in Developing Scientific Thinking; A Field Survey", (Dawr Al-Ta'leem Al-Jami'i Al-'Arabi Fi Tanmiyat Al-Tafkeer Al-'Ilmi; Dirasah Maydaniyyah), "Majallat Ittihad Al-Jami'aat Al-'Arabiyyah", (Magazine of Arab Universities' Union), Cairo, Issue No. 16, (September 1979), pp. 35-45.

Following an introduction on the university as a social institution and the aims sought from it, the writer reviewed a number of principles which, in his opinion, should be adopted by Arab universities.

He then indicated the principles for developing the personality and polishing the talents and abilities of the pupil. He indicated, as well, the role that Arab universities could play in the battle of socio-economic development and the basis on which waste in university education could be checked through educational guidance.

The second half of his article is devoted to a survey undertaken by him to explore the views of Arab university professors and students on the proper approach to the development of the system of university education in Arab Countries.

Professors interviewed called for: adoption of the system of credit hours, linking the university to the society, increasing salaries of teaching bodies, taking active interest in out-of-campus activities and adoption of the system of continuing education.

Obstacles hindering the development of students' scientific thinking as revealed by the field survey are: lack of the aptitude to learn on the part of the student, scarcity of scientific references, mass production, shortage in the teaching bodies and inadequacy of laboratories.

Students interviewed are of the opinion that they expect universities to give more in terms of scientific, cultural and social services. They called for a periodical development of university curricula and for closer relationships between professors and students.

In the light of his survey, the writer proposed ways and means for developing universities in Arab Countries with the aim of developing students' faculty to think scientifically and logically.

## Universities - Development - Arab Countries

162. 'Uraifij, Sameh, "Universities; Beginnings, Development and Function", (Al-Jami'aat; Al-Nashaah, Al-Tatawwur, Al-Wazifah), "Risalat Al-Mu'allim" magazine, (Teacher's Mission), Jordan, 22nd year, Issue No. 4, Ministry of Education, Directorate of Public Relations, 'Amman (Jordan), December 1979, pp. 4-12.

At the beginning of his article, the writer drew a comparison between the different forms and types of universities in the past and the present, then related the history of universities since their early inception and described their development, particularly in the Arab and Islamic World. Views expressed by foreign historians on the subject were cited by the writer.

He then defined universities in the modern sense and to distinguish between a university and an institute. Quotations from some educators on the trends, concepts and functions of the university were reproduced by the writer who described how university functions have undergone considerable development, particularly in our present day.

Books consulted by the writer in the preparation of his article were listed at the end.

## University Education - Accomplishment - Jordan

163. El-Khawaldah, Mohamed, "A Study of the Result of Student Accomplishment in General Secondary Education Examinations and How it Relates to Their Accomplishment in University Education", (Bahth Fil-'Ilaqah Bayna Natayij Tahseel Al-Talabah Fi Imtihaan Shihadat Al-Dirasah Al-Thanawiyyah Al-'Aammah Wa-Natayij Tahseelihim Fil-Dirasah Al-Jami'iyyah), by Mohamed El-Khawaldah and 'Ali Qourah, "Risalat Al-Mu'allim" magazine, (Teacher's Mission), Jordan, 22nd year, Issue No. 4, December 1979, pp. 13-20.

In this article, the writers described a survey they had conducted in order to find out the correlation coefficient between student accomplishment in secondary education and in university studies.

After stating the problem under review and describing its nature, they posed a set of questions for which they proposed to seek answers. They, then, described the steps involved in their survey, including their hypotheses, aims, method and sampling and reviewed the results obtained together with an illustrative set of tables. With the help of these statistical tables in which students were classified into groups, the correlation coefficient between accomplishment in the General Secondary examinations and in university education was drawn.

In the light of their results, the writers drew a set of conclusions and another set of recommendations.

## University Libraries -
## Arab Countries

164. Toma, Farahat Bahjat, "The Arab University Library in the Information Decade", (Al-Maktabah Al-Jami'iyyah Al-'Arabiyyah Fi 'Iqd Al-Ma'lumaat), "Majallat Ittihad Al-Jami'aat Al-'Arabiyyah", (Magazine of Arab Universities' Union), Cairo, Issue No. 16, September 1979, pp. 46-54.

This article deals with the new role of university libraries in the information decade.

After describing the traditional function of university libraries, the writer said that important considerations should be taken into account in any attempt at changing the libraries' traditional function. Nevertheless, there is dire need to re-organizing university libraries in order to disseminate and update knowledge and play a leading role in meeting the requirements of the information decade, he added.

Moving to the existing potentialities of Arab university libraries, he explained the extent to which they could contribute towards the spreading of information.

In the opinion of the writer, the new pattern of university libraries needs a new type of librarians. This points to the need for intensive training of librarians under the auspicies of universities.

Concluding his article, he emphasized the need for Arab collaboration in the new era of information in field like joint publication, common use of technologies, cooperation in any research dealing with libraries, documentation and information and establishment of organizations purporting to protect and enhance the profession of library custodians.

## FUNCTIONAL EDUCATION

### Reports - Arab Countries

165. "The 17th Ordinary Training Session of the Arab States Adults Functional Education Centre on Literacy and Development", (Al-Dawrah Al-Tadribiyyah Al-'Aadiyyah Al-Sabi'ah 'Ashrah Lil-Markaz Al-Dawli Lil-Ta'leem Al-Wazifi Lil-Kibaar Fil-'Aalam Al-'Arabi 'An Mahwu Al-Ummiyyah Wal-Tanmiyah), Sirs Layan (Lower Egypt), April 22 - July 19, 1979, "Report on the Session", (Taqreer 'An Al-Dawrah), "Aaraa", (Views), published in Sirs Layan, Vol. 9, Issue No. 3, (September 1979), pp. 9-12.

An account is given in this report of the two phases involved in the 17th training session held in Sirs Layan (Lower Egypt), namely: the phase of theoretical research and of field work.

A review was made of the number of trainees, the countries they represent and their classifications as to qualifications and jobs.

According to the report, the training session aimed at refreshing trainees' knowledge and enriching their experience in several fields, acquiring new skills in the different aspects of literacy and adult education work, familiarization with novel practices in the world and exchanging experience at Arab level.

Training programmes carried out passed through a number of stages, namely: orientation, basic studies, preparation for field work, active work in the field and final evaluation.

After indicating the aims and duration of each of the preceding stages, the report ended with a description of the training techniques utilized in this session.

## GIRLS EDUCATION

### Parental Attitudes - Iraq

166. Ibrahim, Zuhur Isma'il, "Parental Attitudes in Dealing with Iraqi Adolescent Girls", (Al-Ittijahaat Al-Walidiyyah Fi Mu'amalat Al-Fatah Al-'Iraqiyyah Al-Murahiqah), Cairo, Department of Educational Psychology, Faculty of Girls, 'Ain Shams University, 1979, 274 pages.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, 'Ain Shams University, for obtaining the degree of M.A. in Education.

This dissertation consists of five chapters.

Chapter 1 is an introduction to the dissertation. Here, the writer underlined the importance of her research, indicated the need to it, defined its scope and object and explained the terms used therein.

In Chapter 2, she reviewed earlier research conducted on the family's role in the process of social upbringing, the factors influencing parental attitudes in treating their children and the parent-child relationship.

Chapter 3 is devoted to the writer's field survey. Here, she described the steps and process involved in carrying out the preliminary research and the method employed in conducting the principal survey. She also described the measures used.

In Chapter 4, she described the process of reaching conclusions and the statistical approach applied in the process.

The writer's results are contained in the fifth and last chapter. These results deal with liberal approaches and to what extent parents are prepared to use them in dealing with Iraqi adolescent girls and, also, to what extent adolescent girls are prepared to accept such approaches.

Then followed the educational recommendations put forward by the writer. These deal with the need for parents to comprehend the importance of the period of adolescence in the life of the girl, to adopt an understanding approach towards their daughters and to give the their daughters a free right in talking to the opposite sex, choosing the type of education most suited to her personality and choosing friends.

Following a bibliographical list of reference material, the writer appended three measures, one applied to the adolescent girl, one applied to the mother and the third to the father.

## GUIDANCE

### Development -
### Kuwait

167. Meligui, 'Abdul Fattah, "Educational Intensification of Scientific Guidance; A New Plan Aimed at Developing Qualified Manpower for Meeting the State's Needs to Development", (Taktheef Tarbawi Lil-Tawjeeh Al-'Ilmi; Khuttah Jadidah Tahdifu Ila I'daad Al-Quwa Al-Bashariyyah Al-Mouahhalah Lil-Wafaa Bi-Ihtiyaajaat Al-Tanmiyah Fil-Dawlah), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 432, Kuwaiti Teachers' Association, Kuwait, September 13, 1979, pp. 5-7.

This article is written in the light of the recommendations adopted by the Kuwaiti Supreme Council of Educational Guidance and Planning and the proposals put forward by the committees set up for the purpose of devising a system by which pupils in general secondary schools would be distributed between the scientific and literary branches. The writer pointed to the manner in which headmasters of general secondary schools could carry out these recommendations and proposals.

The writer then described the means by which schools could facilitate the study of sciences in the scientific branches. In this connection, he reviewed Ministerial Resolution No. 133 of 1979 and touched upon the studies which gave birth to this Resolution.

A review was made of some statistics showing the number of boy and girl pupils enrolled in the scientific branch of the third year secondary in 1972/73 as compared with the progressive figures of 1977/78. Also, statistics released by the Kuwaiti Ministry of Planning and the Planning Council regarding the shortage of manpower in the areas of engineering and medicine were reviewed. On the basis of these figures, the optimum number of general secondary education graduates was calculated.

All these subjects were discussed by Kuwaiti educational leaders who decided to set up an ad hoc committee to give thorough consideration to the question of qualified manpower. The functions of this committee were described by the writer.

## Conferences Recommendations - Arab Countries

168. El-Sebaei, Iglal, "Guide to Recommendations and Resolutions Adopted by Conferences, Committees and Symposia on Educational Development and Reform During the Last Ten Years", (Daleel Tawsiyaat Wa-Qararaat Al-Mouatamaraat Wal-Lijaan Wal-Halaqaat Al-Muta'alliqah Bi-Tatweer Wa-Islaah Al-Ta'leem Khelal Al-Sanawaat Al-'Ashr Al-Akhirah), by Iglal El-Sebaei and Yusuf El-Safti, Cairo, Educational Documentation and Information Agency, National Center for Educational Research, 1979, 212 pages.

Following an introduction on the working paper on the development and modernization of education put to public discussion by the Minister of Education, the author said that this working paper has been instrumental in generating far-reaching interest in future educational policies in Egypt.

The main body of the document followed, arranged in three parts, the first dealing with international, the second with Arab and the third with Egyptian forums.

Part 1 contained Recommendations Nos. 64, 66, 67 and 68 of the International Conference on Public Education and contained, as well, Edgard Faure's report on the development of public education.

The second part contained a set of educational recommendations adopted by the third and fourth Conferences of Arab Ministers of Education held respectively in Kuwait in 1968 and in San'a (Yemen) in 1972 and the meeting held in 1977 by Arab officials and experts to discuss the place of technological and vocational education vis-a-vis general education in Arab Countries.

The third and last part contained recommendations adopted in two conferences held in Egypt, namely the Conference of Education in a Modern State held in Cairo in 1971 and the Conference on Developing Education held in Assiut (Upper Egypt) in the same year.

Then followed the recommendations adopted by the National Council of Education, Scientific Research and Technology at the close of each of the first five sessions concluded from 1974 through 1977/78.

## HEALTH EDUCATION

### Arab Countries

169. Abul-Zahab, Mahdi, "Health Education", (Al-Tarbiyah Al-Sihhiyyah), "Risalat Al-Mu'allim" magazine, (Teacher's Mission), Jordan, 22nd year, Issue No. 3, Ministry of Education, 'Amman, September 1979, pp. 30-36.

Following an introduction on health, the writer dealt with health habits and the role played by the community in creating and establishing these habits.

After defining health habits, he classified them into four categories: good habits, bad habits, habits affecting health and habits whose value is difficult to determine.

Moving to health culture, the writer explained its concept and methods and dealt with the elements to be taken into consideration in promoting such culture as well as the subjects to be emphasized in health education and culture.

In conclusion, he reviewed the obstacles hindering any successful health education programmes and pointed to the ways and means whereby such obstacles are overcome.

## HIGHER EDUCATION

### Development -
### Arab Countries

170. Ziyab, Taha Tayah, "University and Higher Education and Development", (Al-Ta'leem Al-Jami'i Wal-'Aali Wal-Tanmiyah), by Taha Tayah Ziyab and Sami Mazlum Saleh, "Majallat Ittihad Al-Jami'aat Al-'Arabiyyah", (Magazine of Arab Universities' Union), Issue No. 16, September 1979, pp. 3-9.

In an introduction to this article, the writers said that throughout history, universities have been closely linked to the society's various problems and needs. Functions and aims of universities and higher education have been designed in the light of the community's circumstances and conditions, providing an opportunity for a continuous process of interaction between both.

In the opinion of the writers, universities established in the Arab Fatherland should possess an autonomy derived from the society's specific needs and requirements. Plans and programmes devised for Arab universities should be selective and should take into consideration the community's socio-economic development needs.

The writers advocated joint collaboration among universities in the Arab World and called for developing and boosting scientific research centers.

Concluding their article, the writers put forward some suggestions and recommendations purporting that universities associate themselves with the community, that any university planning should adopt the futurist approach, that educational technology should be supreme, that university studies should recognize the fact that sciences are interrelated, that the concept of education should be developed and that research and documentation centers should be expanded.

Books consulted in the preparation of this article were listed at the end.

## Statistics -
## Saudi Arabia

171. Saudi Arabia, Ministry of Higher Education, "Statistics of Higher Education in Saudi Arabia", (Ihsaat Al-Ta'leem Al-'Aali Fil-Mamlakah Al-'Arabiyyah Al-Sa'udiyyah 1397/98 H.), Riyadh (Saudi Arabia), 1979, 351 pages.

In one volume, half in Arabic and half in English, this document dealt with higher education in Saudi Arabia in the academic year 1397/98 A.H.

Following an introduction on the organizational structure of the Ministry of Higher Education, the Directorate-General for Developing Higher Education and the system of higher education in Saudi Arabia, the text of the document was divided into three parts.

Part 1 is devoted to statistics on universities and faculties which show the numbers of students, professors and administratives in the year under review.

The second part contains statistics on the number of Saudi students who are studying outside the Kingdom.

The third and last part reviews the development underwent by higher education in Saudi Arabia between 1393/94 and 1397/98 A.H.

Charts indicating the progress of public education in Saudi Arabia are appended.

## HIGHER INSTITUTES

### Concentration -
### Kuwait

172. "Consolidated Building of Higher Institutes; A Momentous Edifice in Kuwait; What Do You Know About the Project's General Idea and Aims?", (Mujamma' Al-Ma'ahed Al-'Ulia; Sarh Shamikh Fil-Kuwait; Maza Ta'ref 'An Al-Fikrah Al-'Aammah Lil-Mashrou' Wa-Ahdafuhu?), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 434, Kuwaiti Teachers Association, (Kuwait), September 27, 1979, pp. 8-12.

An attempt is made in this article at introducing a new project for building a consolidated building, housing technical institutes in Kuwait in order to centralize the catering for the manpower needs of all sectors of economy.

In the light of manpower forecast up to the year 2000, with 1975 serving as a base year, this project has been planned for the purpose of training the necessary indigenous technicians who would meet all manpower demands in industry, housing, construction, marine transport, agriculture, sea industries, water, energy, transportation and communications.

An indication is given of the procedures followed in studying this project and in assessing its economic, social and demographic facets. Its general aims and significance are spelled out in the article.

## HIGHER INSTITUTES OF MUSIC

### Kuwait

173. El-Shehab, Youssef, "The Higher Institute of Music", (Al-Ma'had Al-'Aali Lil-Musiqa), "Al-'Arabi" magazine, (Kuwait), Issue No. 249, August 1979, pp. 120-129.

An attempt is made in this article at introducing the Kuwaiti Higher Institute of Music, both as to functions and as to affiliation and administration.

The Institute offers secondary and higher courses in music. Conditions of admission are so designed as to enable talented candidates to enroll. Stipends and rewards are payable to students by way of encouragement.

In addition to the courses revolving around music, pupils are availed of other services offered in the fields of education, sports and general culture.

A review is, also, made in the article of the Institute's history and developments underwent since its inception, of the Institute's Board and of the functions exercised by the Board and the Dean.

The Board is responsible for laying down the Institute's general policy, proposing steps conducive to the attainment of its objects, appointing teaching bodies, regulating admission, granting academic degrees, drafting budgetary appropriations and proposing new sections to be added to the Institute.

The writer also dealt with the Institute's relationship with the Kuwaiti Ministry of Education.

## INDUSTRIAL SCHOOLS

### Establishment -
### The Sudan

174. A.R.E., Legislations, Laws, Regulations... etc., "Ministerial Resolution No. 158 Dated September 22, 1979 in Connection with the Establishment of Kadougli Industrial Secondary School in the Democratic Republic of the Sudan (Following the 3-Year System)", (Qarar Wizari Raqm 158 Bi-Tareekh 9/22/1979 Bi-Shaan Inshaa Madrasat Kadougli Al-Thanawiyyah Al-Sinaa'iyyah Bi-Jumhuriyyat Al-Sudan Al-Dimoqratiyyah (Nizaam Al-Thalaath Sanawaat)), Cairo, Ministry of Education, Minister's Cabinet, 1979, 3 stencil pages.

This Resolution consists of ten articles.

According to Articles 1 and 2, an industrial secondary school is to be established in Kadougli (the Sudan) and is to carry the denomination given to it.

Articles 3 and 4 respectively indicate the present and future majors introduced.

The fifth article specifies the date on which school education commences.

Article 6 defines the authority responsible for determining the length of the academic year and the number of theoretical and practical periods in each industry.

The seventh article is concerned with the rules applicable to examinations and student evaluation whether in promotion tests or in final examinations.

Article 8 is devoted to the rules of admission.

The last two articles deal respectively with the law to which the new school is subjected and with the publication and implementation of the present Resolution.

### Students - Trends -
### Saudi Arabia

175. Sha'th, Saleh Madiouf, "Psychological and Social Attitudes of Pupils in Industry Secondary Education; An Experimental Study in Saudi Arabia", (Al-Ittijahaat Al-Nafsiyyah Wal-Ijtimaa'iyyah Li-Tullab Al-Ta'leem Al-Thanawi Al-Sinaa'i; Dirasah Tajribiyyah Fil-Mamlakah Al-'Arabiyyah Al-Sa'udiyyah), Zagazig, Faculty of Education, University of Zagazig, 1979, 178 pages + appendices.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, University of Zagazig, for obtaining the degree of M.A. in Education.

The subject of this dissertation is elaborated in nine chapters.

In Chapter 1, the writer stated the problem being probed, indicated the importance of his research, introduced his postulates and aims and reviewed the principal concepts covered by his work.

Chapter 2 deals with psychological attitudes. Here, the writer described the components of an attitude, the conditions required in the formation of an attitude, the characteristics and functions of an attitude and the relationship between an attitude and aptitudes.

In Chapter 3, the writer dealt with education in Saudi Arabia and describes its stages and policies. He also reviewed the steps involved in developing industrial and higher technical education in the country.

The fourth chapter dealt with vocational guidance and its relationship with industry. He described the role of educational guidance in assigning pupils to the different types of schools, indicated the basic factors involved in guidance programmes and pointed to the general principles observed in planning industrial and vocational education.

In the fifth chapter, the writer reviewed some earlier research works on the same subject, explained the results obtained and the gaps revealed by such research and said that his current work is aimed at complementing all earlier studies.

The sixth chapter is devoted to the writer's field survey. Here, he described his sampling method and the tools selected and, in Chapter 7, described the statistical approach adopted.

The writer's eighth chapter contains the tests applied to determine the validity of the hypothesis and, also, contains the results derived from interviews.

The ninth chapter lists the writer's recommendations which purport that industrial education should be encouraged from a very early age, that preparatory and secondary schools should show interest in industrial education, that the industrial school should be regarded a productive unit and that the aims of industrial education and general education should reflect the society's needs.

The writer appended a bibliographical list, copy of a questionnaire for testing psychological attitudes towards manual work and copy of a questionnaire on the socio-economic-cultural standard.

## INDUSTRIAL TRAINING AND EDUCATION

### Development -
### Jordan

176. 'Atwan, Ahmed, "Education and Industrial Training in the Early 1980's", (Al-Ta'leem Wal-Tadreeb Al-Sina'i Fi Matla' Al-Thaamaaninaat), "Risalat Al-Mu'allim" magazine, (Teacher's Mission), Jordan, 22nd year, Issue No. 4, Ministry of Education, Amman (Jordan), December 1979, pp. 65-69.

After talking on the development of education in Jordan under the 3-year and 5-year plans (between 1973 and 1980), the writer dealt in particular with the quantitative growth of industrial education in 1979/80 and the anticipated growth in future years.

He then enumerated the industrial schools and training centers supervised by the Ministry of Education during the period 1980/83 and classified the majors offered by them into: electricity, mechanics, commerce, construction and decorative art.

In conclusion, the writer explained the fundamental aims of Jordan's industrial secondary schools and vocational training centers and pointed to the contributions they could make towards the society's development and self-satisfaction.

## INSTRUCTORS

### Training -
### Arab Countries

177. Metawi', Ibrahim 'Esmat, "Training Techniques Applicable to Rural Instructors for the Purpose of Rural Development", (Turuq I'daad Wa-Tadreeb Al-Mu'allimeen Al-Reefiyyeen Lil-Tanmiyah Al-Reefiyyah), "Aaraa", (Views), published in Sirs Layan (Lower Egypt), Vol. 9, Issue No. 3, (September 1979), pp. 25-45.

By way of introduction, the writer underlined the important role played by teachers in general and rural instructors in particular, whether in education or in guidance or in orientation and culture. He pointed to the factors to be taken into consideration in planning for rural teacher training colleges as distinct from other teacher training colleges.

Rural colleges should have their own curricula, schedule and courses as well as projects undertaken by the students themselves, the writer added. Here, he stressed the need in these colleges for adopting a teaching method requiring students to undertake projects and plan tours in the local environment. The advantages of this educational method were pointed out.

In the opinion of the writer, students enrolled in rural colleges should frequent dairy and agricultural processing plants in the villages apart from their work in college laboratories. They should also study hygiene, history, geography, mathematics, rural crafts and industries and Arabic.

In conclusion, he cited some projects which rural teacher training colleges may undertake to change the rural community and render a sound and direct service to the environment.

## ISLAM

### Social Psychology

178. 'Osman, Sayyed Ahmed, "Social Responsibility and the Islamic Personality; A Psycho-educational Study", (Al-Massouliyyah Al-Ijtimaa'iyyah Wal-Shakhsiyyah Al-Muslimah; Dirasah Nafsiyyah Tarbawiyyah), Cairo, The Anglo-Egyptian Bookshop, 1979, 311 pages.

The theme of this book is elaborated in five parts.

Part 1 deals with the nucleus and nature of Islamic personality and reviews its characteristics and general features, principally its uniqueness, positiveness in life and openness towards other people. It also explains the social aspects of Islamic personality.

In Part 2, the author explained the elements and facets of social responsibility in Islam.

Part 3 indicates the relationship between the society and education and explains how the sense of social responsibility may be developed and ingrained in the Islamic personality. Here, the author explained the meaning of developing social responsibility and indicated the role of the school and other social institutions in this regard.

In Part 4, the author dealt with the environment which serves as an incubator for social responsibility to breed in Islamic personality. In this connection, he explained the role played by love and play in developing a sense of responsibility in the Muslim youngster and, also, the role of the environment in orienting the Islamic personality and in promoting the feeling of sensitivity, sympathy and other virtues of social responsibility.

The fifth and last part is devoted to the processes involved in developing and breeding social responsibility in the Islamic personality, such as the verbal process of education and the active participation on the part of the individual in developing the sense of social responsibility.

Following a list of bibliographical references, the author appended two studies, one consisting of a psycho-social study on social responsibility and the other consisting of a psychological study on social responsibility in Islam.

## ISLAMIC EDUCATION

179. 'Aliyyaan, Mona Mohamed 'Ersan, "Creed and its Educational Impact on the Individual and the Community", (Al-'Aqeedah Wa-Atharuha Fi Tarbiyat Al-Fard Wal-Jamaa'ah), "Majallat Al-Khedmah Al-Ijtimaa'iyyah", (Social Service Magazine), Riyadh (Saudi Arabia), Issue No. 2, (1979), pp. 7-11.

After explaining the meaning of creed, the writer reviewed the bases of Islamic creed and described the impact of adhering to and observing Islamic creed on the life of individuals and societies and on polishing behaviour, purifying souls and gearing lives towards sublime ideals.

She then described the impact of education in the creed's spirit on individuals' future conduct and on their generated interest in working for the good and reformation of the society.

In conclusion she explained how the lives of individuals, families and the society are affected by weak belief.

Many citations from the Holy Quraan and the Prophet's traditions were quoted in the article to substantiate the writer's views.

A list of bibliographical material appeared at the end of the article.

### Institutions -
### Arab Countries

180. Al-'Abbadi, 'Eed Daif, "Educational Institutions in the Early Days of Islam", (Al-Mouassassaat Al-Tarbawiyyah Fil-Sadr Al-Awwal Lil-Islam), "Al-Tarbiyah" magazine, (Education), Qatar, 8th year, Issue No. 26, Qatari National Committee for Education, Culture and Sciences, Doha (Qatar), December 1979, pp. 46-47.

An attempt is made in this article at describing the role played by Islam in the spread of knowledge and culture during its early days.

By way of introduction to his article, the writer indicated the attitude of the Holy Quraan and the Prophet's Tradition towards knowledge, causing the faithful to be enthusiastic for and anxious to acquire knowledge.

He then described the different educational institutions coming into existence in the early days of Islam, having as their main object to spread the word of God and explain the Prophet's Sayings (Tradition). He indicated the date in which each such institution was formed and the respective role played by each in spreading knowledge both in Islamic and non-Islamic countries.

A review was made of the teaching methods employed by these institutions and the policies adopted in order to encourage people to learn and enjoy the services concurrently offered by these institutions.

### Punishment

181. El-Dabbagh, 'Afaf, "Punishment in Islamic Education", (Al-'Uqubah Fil-Tarbiyah Al-Islamiyyah), "Majallat Al-Khedmah Al-Ijtimaa'iyyah", (Social Service Magazine), Riyadh (Saudi Arabia), Issue No. 2, (1979), pp. 95-99.

After explaining the legitimacy of punishment in Islam and citing some verses from the Holy Quraan to substantiate her argument, the writer reviewed some points of agreement between Islamic stipulations and modern educational theories regarding punishment.

The writer then reviewed the conditions governing punishment in Islam, then mentioned the types of punishment applied to children but prohibited by Islam, such as denying a child the right to eat and play. She explained the Islamic rationale for such prohibition.

In conclusion, she explained the meaning of reprimanding in Islam, saying that it is a punishment embodied in admonition.

A list of Arabic references was given at the end of her article.

## ISLAMIC RELIGION AND ILLITERACY

### Arab Countries

182. El-Tawil, El-Sayyed, "Against Illiteracy", (Didd Al-Ummiyyah), "Al-Akhbar" newspaper, 28th year, Issue No. 8471, (August 8, 1979), p. 3.

As an introduction to his article, the writer described Islam's consistent attitude towards knowledge and showed how man is influenced by knowledge. Verses from the Holy Quraan were quoted to stress the importance of reading to man.

After describing the attitude taken by Prophet Mohamed towards illiteracy and relating the steps Mohamed took to fight illiteracy among the faithful following the battle of Badr, the writer said that it is an Islamic duty to declare war on illiteracy in the Arab World. In this connection, he described the role young men could play in fighting illiteracy and creating knowledgeable Muslim individuals.

Concluding his article, he said that in fighting illiteracy, the Arab society would be uprooting superstitions and turning into a society in which God's commandments and law bear rich dividends.

## ISLAMIC UPBRINGING

183. Al-'Emari, Nadia Sharaf, "Child Upbringing in Islam", (Tarbiyat Al-Awlaad Fil-Islam), "Majallat Al-Khedmah Al-Ijtimaa'iyyah", (Social Service Magazine), Riyadh (Saudi Arabia), Issue No. 2, (1979), pp. 12-31.

The writer started his article with stressing the importance of child upbringing and pointed to the concern shown by educators, reformers and thinkers in their respect.

Moving to the task borne by educators and parents towards child upbringing, the writer underlined the bases for rendering such upbringing consistent with the true Islamic creed and showed how this would reflect on the Islamic community.

After quoting verses from the Holy Quraan and from the Prophet's tradition which describe Islamic approach to education, the writer said that all Islamic scholars are agreed that Islamic education is based on six elements, namely: religious, ethical, physical, mental, psychological and social elements.

In conclusion, she underscored the responsibility of educators in fulfilling these elements saying that, by so doing, they would bring up well-bred children who trust in God, command good character, are profound and acquire fruitful culture.

## KINDERGARTENS

### Kuwait

184. 'Abdul Jalil, Hussein, "Al-Mass'udi and His School", (Al-Mass'udi Wa-Madrasatuhu), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 444, Kuwaiti Teachers Association, (November 17, 1979), pp. 43-47.

Al-Mass'udi, whose name is given to this school in Kuwait is an eminent Arab historian and geographer who is particularly famous for his book "Muruj Al-Zahab" (Pastures of Gold).

In this article, the writer is seeking a proof of the degree of interest shown by the Government of Kuwait in kindergartens, whose success depends largely on the extent of collaboration between the school and the home.

Interviewed by the writer on the problems of kindergartens in Kuwait, the Headmistress of "Al-Mass'udi School" said that in the absence of any collaboration between the home and the school, the headmistress assumes a heavy responsibility and works single handed in overcoming the obstacles faced by kindergartens. It follows that certain specifications have to be provided in any successful headmistress and, also, in mistresses.

In the course of her interview, the Headmistress recounted the efforts exerted by the Department of Kindergartens in the Kuwaiti Ministry of Education in removing obstacles to education, and proposed some suggestions for the smooth running of kindergartens.

### Saudi Arabia

185. El-Dabbagh, 'Afaf, "Press Coverage of Tayif Kindergarten", (Tahqeeq Sahafi 'An Rawdat Atfaal Al-Tayif), "Majallat Al-Khedmah Al-Ijtimaa'iyyah", (Magazine of Social Service), Riyadh (Saudi Arabia), Issue No. 2, (1979), pp. 156-159.

In the course of an interview with the Principal of Tayif Kindergarten, she said this school was established primarily for the benefit of working mothers.

Introducing the kindergarten to her readers, the writer reviewed all aspects in connection therewith, including conditions of admission, sections, recruitment procedure used in employing mistresses and nurses, the daily schedule, the diversity of activities available, the problems encountered and the programmes laid down for observing the International Child Year.

## Curricula -
## Iraq

186. Al-Janabi, Kamel Hussein 'Ali, "Impact of Kindergarten's Curriculum in Iraq on the Development of Certain Scientific Concepts in Children", (Athar Minhaj Riyadh Al-Atfaal Fil-'Iraq 'Ala Namaa Ba'd Al-Mafaheem Al-'Ilmiyyah 'Ind Al-Atfaal), Cairo, Faculty of Education, 'Ain Shams University, 1979, 247 pages + appendices.

- Dissertation submitted to the Department of Curricula of the Faculty of Education, 'Ain Shams University, for obtaining the degree of M.A. in Education.

This dissertation falls in nine chapters.

In Chapter 1, the writer stated the problem under discussion, indicated the importance of, need to and scope of his research, identified the terms occurring in the course of his work, described the method employed in developing his subject and reviewed earlier studies having bearing on the present research.

Chapter 2 explained the meaning of scientific concepts and indicated the factors which influence their standard and method of development and which stress the need for teaching them.

In Chapter 3, the writer reviewed the curriculum of kindergartens in Iraq as concerns its interest in scientific education in general and scientific concepts in particular.

The fourth chapter dealt with the methods employed in the selection of concepts which lend themselves to development in children and reviewed the bases on which some scientific concepts may be selected for measuring purposes.

In Chapter 5, the writer explained the procedure used in establishing a test for measuring the scientific concept among children.

The sixth chapter is devoted to the sampling method. Here, the writer explained the size of the sample, the age of its members and the cultural and economic standard of these members.

The writer's procedure for applying his test to the sample is explained in Chapter 7.

The results obtained from the writer's field work were related and discussed in the eighth chapter. These results indicate the differences having statistical significance between two sets of pupils in the first and second year primary. The first set has had the chance of going through the kindergarten stage, while the second bypassed this stage.

The ninth chapter of the dissertation contains a summary of the research and a set of recommendations advocated by the writer. These recommendations call for putting before supervisors, instructresses and parents a clear picture of the aims of the kindergarten, organizing curriculum's contents in a coherent manner, clarifying concepts in general and scientific concepts in particular, reliance on play in implementing the kindergarten's curriculum, providing play equipment necessary for implementing the curriculum and ensuring that instructresses are trained on the use of such equipment and on the specialized activities of kindergartens and maintaining close cooperation between the kindergarten and the home.

Following his bibliographical list, the writer appended a listing of scientific concepts as contained in the scientific curriculum of kindergartens in Iraq and copies of the illustrations used in the concepts' test.

## MENTAL HEALTH

### Mother's Role - Arab Countries

187. Qashqoush, Ibrahim, "The Mother's Role in Caring for Children's Mental Health", (Dawr Al-Umm Fi Ri'aayat Al-Sihhah Al-Nafsiyyah Lil-Abnaa), "Aaraa", (Views), published in Sirs Layan (Lower Egypt), 9th year, Issue No. 3, (September 1979), pp. 71-88.

The writer began his article saying that the latter part of the Twentieth Century has witnessed a great attention devoted to childhood and children and an emphasis on the mother's role in caring for children's mental health.

After explaining the concept of mental health and reviewing different definitions given to it, he described the phases of children's growth and indicated the interrelationships between the different phases.

The writer went on to explain the importance of childhood in man's life and to describe the process of social adaptation, then enumerated parental attitudes towards child upbringing.

These attitudes were classified into: authoritarianism, neglect, arousal of psychic pain, ostracism, indifference, excessive protectionism, spoiling, oscillation and differentiation. Each of these attitudes was described in detail, together with the consequences resulting from the adoption by a mother of any such attitudes.

Concluding his article, the writer related some positive features of the role a mother could play in caring for her children's mental health such as acceptance of the child as it is, development of the child's self-insight, assisting the child to acquire social conscience, helping the child to be open to experience and to acquire it gradually and encouraging the child to be independent.

The writer's bibliography followed.

## MENTAL HEALTH IN ISLAM

188. El-Haruni, Fatemeh Mustafa, "Mental Health and Psychotherapy in Islam", (Al-Sihhah Al-Nafsiyyah Wal-'Ilaaj Al-Nafsi Fil-Islam), "Majallat Al-Khedmah Al-Ijtimaa'iyyah", (Social Service Magazine), Riyadh (Saudi Arabia), Issue No. 2, (1979), pp. 54-66.

After explaining the meaning of mental health and indicating the difference between mental and physical health, the writer reviewed a recommendation adopted by an American conference on mental health in which the conference gave a definition of mental health.

She then described the symptoms of mental and psychological disturbances, indicated their causes and explained what is meant by medico-psychotherapy. In this connection, she reviewed the most prevalent therapeutic techniques employed.

Dealing with mental health in Islam, she said that a true Muslim submits to God and complies with His orders and prohibitions, giving him spiritual comfort and promoting his mental health.

The last part of her article deals with psychotherapy in Islam and prescribes worship practices as a mental therapy.

## MODERN EDUCATION

### Trends -
### Kuwait

189. Al-Sabti, Sabti, "Modern Educational Trends Visualized by a Headmistress", (Ittijaahaat Tarbawiyyah Hadithah Fi Rouayat Nazirah), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 445, Kuwaiti Teachers Association, (Kuwait), December 20, 1979, pp. 46-47.

Following an introduction on the areas of creativeness and excellence in education, the writer interviewed a headmistress of a boys' school in Kuwait on her experience in school administration.

In the opinion of the headmistress, pupils are encouraged to excel in their school work through granting them rewarding incentives, preparing monthly evaluation report on each pupil and making known their accomplishments through the media of school broadcasts.

Dealing with the phenomenon of engaging mistresses to teach boys, the headmistress said that this experiment has been successful in kuwait, thanks to the efficiency of school administration and to the injection of new blood in the existing administrations.

In conclusion, the headmistress called for the creation of new educational zones and the proper furnishing of primary schools.

## PARENTS COUNCILS

### Cooperation -
### Kuwait

190. 'Abdul Jalil, Hussein, "The Gap Between the Home and the School; Causes, Scope and Treatment", (Al-Fajwah Bayn Al-Bayt Wal-Madrasah; Asbaabuha, Ab'aaduha, 'Ilaajuha), "Al-Rayed" magazine (Kuwait), 10th year, Issue No. 442, Teachers' Association (Kuwait), November 29, 1979, pp. 16-19.

This article is devoted to parents' councils established in Kuwaiti schools for the purpose of maintaining close contact and collaboration between the school and the home.

At the beginning of his article, the writer said that, as a result of a gap between the home and the school, parents' councils suffered from certain passiveness, despite the efforts exerted by schools to treat this phenomenon.

Following a review of the developments in the relationships between schools and parents, he said that parents' attitude towards the school has changed and described the impact of such change.

Stressing the importance of parents' councils, the writer described their functions, underscored their role in the country's socio-economic development plan and in the building of a sound strategy for education, emphasized their contribution towards tightening the relations between the school and the society and highlighted their role in promoting student devotion to schools and in inspiring pupils to excell and distinguish themselves.

Moving to the gap between the school and the home, he indicated its symptoms and described the proper approach to its elimination. After mentioning the vital principles which are to be taken into consideration for filling this gap, the writer said that mass media, on the one hand, and the school, on the other, have a duty in this respect. Parents should be encouraged to sit on and take active part in these councils for the benefit of their children and for the good of the country, the writer concluded.

## PHILOSOPHY OF EDUCATION

### History -
### Arab Countries

191. Reda, Mohamed Gad, "Arabs, Education and Civilization; A Study in Comparative Educational Philosophy", (Al-'Arab Wal-Tarbiyah Wal-Hadarah; Dirasah Fil-Fikr Al-Tarbawi Al-Muqaran), "Al-'Arabi" magazine, (Kuwait), Issue No. 248, (July 1979), pp. 125-129.

After referring to education as a basic element in civilization, the writer dealt with the different philosophies of education, saying that they interrelate and they link man to the society and help him to develop socially.

Moving to the educational experiments of different countries, he reviewed some such experiments and indicated the impact of philosophers thereon, such as the Chinese experiment and the impact of Confucius on it, the Greek experiment as influenced by Socrates and Plato and the Islamic education as influenced by Al-Ghazzali, Ibn Jama'ah and Nasir Al-Din Al-Tusi. He described the role played by Ikwan Al-Safa group and Ibn Maskaweih in exposing Islamic educational philosophy to Greek educational thought.

Concluding his article, the writer indicated the educational technique applied by Islamic educators and showed how the formal and Mustansiri schools had their bearing on generating interest in material and spiritual needs.

## PHYSICAL EDUCATION

### Preparatory Schools -
### Kuwait

192. Al-Jimaz, Jassem Rashed Saleh, "A Study of the Extent to Which Certain Factors Influence the Plan of Physical Education for Boys in the Preparatory Stage of Education in the State of Kuwait", (Dirasat Mada Taatheer Ba'd Al-'Aawamel 'Ala Khuttat Al-Tarbiyah Al-Riyadiyyah Bil-Marhalah Al-I'dadiyyah Lil-Baneen Bi-Dawlat Al-Kuwait), Alexandria, Faculty of Physical Education for Boys, Helwan University, 1979, 123 pages.

- Dissertation submitted to the Faculty of Physical Education for Boys in Alexandria, Helwan University, for obtaining the degree of M.A. in Physical Education.

This dissertation consists of four parts.

In Part 1, the writer stated his problem, indicated the aim sought from its investigation, introduced his postulates and assumptions and identified the terms frequently occurring in the research.

Earlier research on related topics was reviewed in Part 2.

The third part is devoted to the field survey. In describing his sampling method, the writer said that his sample is representative of three groups, namely: physical education inspectors, instructors and pupils in the preparatory stage. He described, as well, the tools used in the survey, the manner in which they were applied and the statistical method employed in obtaining the necessary results.

The fourth part of the dissertation contained the results revealed by the field survey and indicating the factors which influence the implementation of the physical education plan of the preparatory stage in Kuwait. These factors are: the curriculum of physical education, the teaching method employed, the possibilities and tools available, the local and environmental circumstances, the incentives offered and the inspection exercised.

Then followed a review of the writer's recommendations which called for reconsideration of the curriculum of physical education with a view to developing it, participation by physical education inspectors, instructors and pupils in the planning of curriculum, boosting activities of indoor sports, provision of professional and academic training for physical education instructors, instituting incentives and uplifting the morale of all those engaged in physical education and expanding relations with athletic organizations and bodies.

The writer appended his bibliographical list at the end of the dissertation.

## Primary Schools -
## Kuwait

193. Jamal, Reda 'Abdullah Al-'Ali, "Impact of Additional Assignments on the Effectiveness of the Course of Physical Education in the Primary Stage in the State of Kuwait", (Athar Al-Waajibaat Al-Idaafiyyah Fi Faa'iliyyat Durus Al-Tarbiyah Al-Riyadiyyah Lil-Marhalah Al-Ibtidaaiyyah Bi-Dawlat Al-Kuwait), Cairo, Faculty of Physical Education for Girls, University of Helwan, 1979, 100 pages + appendices.

- Dissertation submitted to the Faculty of Physical Education for Girls, Helwan University, Cairo, for obtaining the degree of M.A. in Physical Education.

This dissertation is tackled in five chapters.

In her first chapter, the writer stated the problem under study, indicated the importance of dealing with this problem, explained the method employed in developing her research, specified the aims and postulates established and defined the terms frequently occurring in her work.

Chapter 2 is devoted to the research's theoretical framework. Here, she dealt with physical education (PE) and primary education in the State of Kuwait, indicated the aims sought from and the methods employed in the teaching of PE in the primary stage in Kuwait and the policies pursued in training PE instructors in general and primary education PE instructors in particular in Kuwait.

The third chapter deals with the writer's field survey. A detailed description was given of her plan, method of development, scope of research, sampling method, data collection procedures and practical steps involved in the survey.

The writer's results, as obtained from the field survey, were set forth in the fourth chapter.

In her fifth chapter, she discussed these results and drew her conclusions and recommendations. In her recommendations, she called for making PE lessons more effective, establishing committees for specifying the additional assignments involved in PE, providing schools with additional quantities of sports tools and equipment and diversifying the additional PE assignments given during any given academic year.

Following her bibliography, the writer appended two summaries of her dissertation, one in Arabic and one in English.

## Volleyball Comparative Study -
## Kuwait and Egypt

194. 'Amer, Hanem Khalil, "The Relation Between the Standard of Volleyball Players and Simple and Complex Reaction Time; A Comparative Study Between Players of A.R.E. and of the State of Kuwait", (Al-'Ilaqah Bayna Mustawa Laa'ibee Al-Kurah Al-Taairah Wa-Bayna Zaman Radd Al-Fi'l Al-Baseet Wal-Murakkab; Dirasah Muqaranah Bayna Laa'ibee J.M.'A. Wa-Bayna Laa'ibee Dawlat Al-Kuwait), Alexandria, Faculty of Physical Education for Girls, Helwan University, 1979, 302 pages.

- Dissertation submitted to the Faculty of Physical Education for Girls in Alexandria, Helwan University, for obtaining the degree of M.A. in Physical Education.

This dissertation contains five chapters.

Chapter 1 consists of a review of earlier research conducted on topics having bearing on this research.

In the second chapter, the writer specified the aims of her research, underlined its importance and introduced her assumptions and postulates.

Chapter 3 is devoted to the writer's field survey. After describing the method employed in selecting her sample from among volleyball players in the Arab Republic of Egypt and the State of Kuwait, she indicated the tools used in the research and the method employed in developing her field work.

In Chapter 4, the writer gave the results obtained from her research, revealing that a difference exists between the simple and complex reaction time among Egyptian and Kuwaiti volleyball players. These results were discussed and analysed in the same chapter.

The fifth and last chapter contains a set of recommendations purporting that tests to which Egyptian and Kuwaiti volleyball players and selected members of national teams are subjected should include, as well, measuring the simple and complex reaction time and that volleyball trainers should be taught anatomy and physiology as they relate to simple and complex reaction time, with a view to improving such time.

The writer's bibliography follows.

## PRACTICAL EDUCATION

### Saudi Arabia

195. El-Kholy, Mohamed 'Ali, "Field Education: An Analytical and Evaluative Study", (Al-Tarbiyah Al-Maydaniyyah; Dirasah Tahliliyyah Taqweemiyyah), Riyadh (Saudi Arabia), Center of Educational Research, Riyadh University, 1979, 50 pages.

The present analytical study was conducted on graduates of the Faculty of Education in Riyadh, class of 1975/76 and on students enrolled in the first year of study in the academic year of 1976/77, with a view to determining the correlation between pupils' degree of success in field practical education and in academic accomplishment in general and in the subject of teaching methods in particular.

After reviewing his sampling method, the questionnaire employed in collecting data and the other sources from which data was compiled, the writer described the steps involved in his research, including statistical formulae analysis, production of co-efficients, collection and classification of data and description of assumptions proposed by him.

A set of conclusions were drawn from the research undertaken. These deal with the cooperation between teachers, administrators and supervisors while inspecting students performing their practical education in schools and the remarks made to them before and after study. They also deal with the relationship between the theoretical content of the curriculum of special teaching methods, the practical application of curriculum of field education and the positive effect resulting from facing students in classrooms.

Concluding his research, the writer put forward a number of suggestions and recommendations dealing with: the steps involved in securing maximum cooperation between teachers in the training process and regular teachers; the need for interesting teachers under training in their studies; the supervisors' role and approach and to what extent they succeed in encouraging trainees in their work and influencing their future; the need for guiding trainees in class and out of class and for paying them surprise visits; and the methods whereby teacher trainees select different extra-curricular activities.

## PRIMARY CERTIFICATE

### Abolishment -
### Bahrain

196. Bahrain, Legislations, Laws, Regulations ... etc., "Resolution by the Minister of Education Abolishing the Primary Certificate", (Qarar Wazir Al-Tarbiyah Wal-Ta'leem Bi-Ilghaa Al-Shahadah Al-Ibtidaaiyyah), "Akhbar Al-Khalij" newspaper, 4th year, Issue No. 1114, (October 3, 1979).

This Resolution consists of two articles.

Article 1 provides for the abolition of the official primary education certificate examination as from the academic year 1979/80 and indicates the procedure for ending the primary stage of education at the sixth form.

Article 2 explains the procedure for completing the preparatory stage at the third year preparatory in 1979/80.

## PRIMARY EDUCATION

### Kuwait

197. 'Abdul Jalil, Hussein, "The March in the Largest Primary School", (Al-Masirah Fi Akbar Madrasah Ibtidaaiyyah), "*Al-Rayed*" magazine, (Kuwait), 10th year, Issue No. 434, Kuwaiti Teachers' Association, (Kuwait), September 20, 1979, pp. 12-17.

Before the commencement of the new academic year, it occurred to the writer to visit the largest primary school in Kuwait and to interview its Headmaster, teachers, subject supervisors and social worker on their plans for the new year and their views on the improvement of education and ancillary services.

After indicating the number of pupils and school personnel, the writer began with interviewing the Headmaster and his Deputy, both of whom explained the methods for improving the standard of education and overcoming the existing difficulties, so that the school would proceed with its work from the very first day.

Teachers interviewed commented on curricula, teaching techniques, the policy of reward and punishment, the number of periods per week, the curricula of mathematics in the intermediate stage of education and the functions of subject supervisors.

The school's social worker, the last to be interviewed, underlined the importance of establishing close collaboration between the school and the home.

## PRIMARY SCHOOLS

### Teaching - Sciences -
### Libya

198. El-Mahjub, Badriyyah Al-Sadeq, "*The Teaching of Sciences in the Primary Stage in the Arab Republic of Libya and Its Suitability to Environmental Circumstances and Needs*", (Tadrees Al-'Ulum Bil-Marhalah Al-Ibtidaiyyah Fil-Jumhurriyyah Al-'Arabiyyah Al-Libiyyah Wa-Mada Mulaamatuhu Lil-Zuruf Wal-Ihtiyaajaat Al-Beeiyyah), Tanta, Faculty of Education, Tanta University, 1979, 234 pages.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education, Tanta University, for obtaining the degree of M.A. in Education.

This dissertation falls in seven chapters.

In her first chapter, the writer indicated the importance of the research being undertaken, introduced her postulates, explained the scope covered by the research, identified the terms used and reviewed earlier writings on related subjects.

Chapter 2 is devoted to an elucidation on the general aims of science teaching in Libya.

In the third chapter, the writer dealt with environment and concluded that any teaching of sciences should have a bearing on the environment. She described the relationship between curricula and environmental studies.

Chapter 4 is devoted to the Libyan environment, its elements, biological sources, major problems and needs. She stressed the importance of studying the environment from an educational point of view.

In Chapter 5, a review is made of the contemporary trends in science teaching. The significance and aims of such trends were discussed in detail.

A review is made in Chapter 6 of the criteria proposed for analysing the sample selected from science text books in the primary stage, with an indication of the manner in which such criteria are to be applied.

The seventh and last chapter contains a summary of the dissertation and the writer's conclusions regarding the existing curricula. In her final recommendations, the writer called for enhancing the efficiency of science teaching in the primary stage and for the inclusion of environmental studies in the curricula of general education.

The writer's bibliographical list was set at the end of her dissertation.

## RADIO'S ROLE IN DEVELOPING READING HABITS

### Arab Countries

199. Arab States Broadcasting Union, Secretariat, "Audio and Visual Broadcasting Prompt Children to Read", (Al-Iza'ah Al-Masmou'ah Wal-Mariyyah Tahfiz Al-Tifl 'Ala Al-Qira'ah), "Symposium on Arab Child Culture - Books Written in Arabic for Children", (Nadwat Thaqafat Al-Tifl Al-'Arabi - Al-Kutub Al-Mouallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, December 22-26, 1979, "Documents and Studies", (Al-Wathaiyq Wal-Dirasaat), Cairo, 1979, 13 pages.

After reviewing the views expressed to the effect that the radio and TV have distracted children away from reading, the author of this paper described an experiment undertaken in Philadelphia in which TV educational programmes were utilized as a media for training youngsters to read. The success of this experiment was substantiated by the fact that all TV agencies in the U.S. attempted to copy it, the author added.

The author went on to say that interesting books, if presented in an appealing manner on the TV, would induce children to read them.

He then explained how TV programmes could be so channelled as to teach children how to read. This would require close cooperation between TV programmers and professional educators.

Moving to the radio, the author said that it has a role to play in spreading reading awareness and, as such, should produce programmes revolving around books. Through producing excellent programmes featuring books and organizing contests based on book reading, the radio could successfully enhance reading habits among children, the author said.

Dramatization of book content is essential for spreading reading awareness, the author concluded.

## RURAL EDUCATION

### The Sudan

200. Ahmed, Nazli Saleh, "Rural Education in the Sudan as a Technique for Applying Educational Democracy", (Al-Ta'leem Al-Rifi Fil-Sudan Ka-Uslub Li-Tatbeeq Dimoqratiyyat Al-Ta'leem), Cairo, The Anglo-Egyptian Bookshop, 1979, 48 pages, in "Democracy and Education: Educational Research", (Al-Dimoqratiyyah Wal-Tarbiyah; Buhuth Tarbawiyyah), Series No. 3.

In the introduction to this paper, the writer indicated its importance, aims and content, described the relation between education and development and pointed to the role played by development in overcoming the problem of backwardness. She, further, indicated to what extent education is linked to development in the Sudan and explained the concept and aims of rural education.

Moving to education in the Sudan, she gave a historical account of both rural and formal education. The latter type comprises a primary stage, a preparatory (or general secondary) stage, a higher secondary stage, higher institutes and universities. She also dealt with rural non-formal education at the level of adults, youth, retarded youngsters and local cultivators and craftsmen.

Dealing with the experiments undertaken in the field of rural education in the Sudan, the writer related the experiments of Bakht Al-Reda, North Kordofan and the plantation and self-education project. The outcome of each experiment was reviewed and analysed.

Concluding her paper, she outlined its topic and put forward some recommendations having bearing on curricula, teacher training, school administration at the local, provincial and regional levels, financing of plans and phases of implementation of educational plans.

A bibliographical list was annexed to the paper.

## SCHOOL ADMINISTRATION

### Classes -
### Arab Countries

201. 'Attiyyaat, Mohamed, "Class Administration", (Idaarat Al-Sufuf), "Risalat Al-Mu'allim" magazine, (Teacher's Mission), Jordan, 22nd year, Issue No. 4, Ministry of Education, 'Amman, December 1979, pp. 59-61.

This article is concerned with class discipline and the requirements for enforcing it. It deals with the relation between class administration and the general administration of the school and describes the role of the teacher and the pupil in maintaining discipline inside the classroom. Characteristics of the teacher and his attitude towards the pupils are described.

Class administration also involves the adoption of a proper curricula and adequate educational media.

References consulted in the writing of this article were listed at the end.

## Human Basis

202. 'Abdul Jalil, Hussein, "As the New Academic Year Begins, Glimses Are Given of the Human Principles of School Administration", (Ma' Bidayat Al-'Aamm Al-Dirasi Al-Jadid; Lamahaat Min Al-Ussus Al-Insaaniyyah Fil-Idaarah Al-Madrasiyyah), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 432, Kuwaiti Teachers Association, Kuwait, September 13, 1979, pp. 16-18.

This article is a continuation of a previous article published in Issue No. 431 of the same magazine.

In this instalment, the writer interviewed some teachers on their plans for the new academic year and their advice to their colleagues and to pupils regarding the human element in school administration. A review was also made of the teachers' views on their profession and on the functions of educators.

After explaining the concept of administration in general and of school administration in particular, he reviewed the responsibilities assumed by Deputy Headmasters and described the type of human relationships which should prevail in school administration.

## Students' Role -
## Arab Countries

203. Hussein, Mansour, "Pupils' Role in Behavioural Education and Administration", (Dawr Al-Tullaab Fil-Idaarah Wal-Tarbiyah Al-Sulukiyyah), "Research on Educational Planning and Administration", (Abhaath Fil-Takhteet Wal-Idaarah Al-Ta'leemiyyah), Arab League Educational, Scientific and Cultural Organization (ALESCO), Cairo, 1979, pp. 7-23.

As an introduction to his article, the writer reviewed some factors which, in his opinion, should be taken into consideration in discussing the educational issues of the Arab society.

After reviewing the democratic system and how it reflects on school life, he described the manner in which democratic techniques could be materialized in school, explaining in this respect the role of both the class council and the school council.

He then reviewed certain factors which contribute to the success of school councils in strengthening democracy and institutionalizing school autonomy.

Dealing with school societies, the writer indicated their functions in deepening the spirit of democracy and school autonomy. He, then, reviewed some proposals which would help school societies perform their role, saying that pupils must be induced to take part in the administration of their respective schools and pointing to the manner in which this could be realized. In this connection, he described the role played by student councils.

After reviewing some social services which schools are expected to extend to their pupils, the writer concluded his article with a talk on student associations, their contemplated aims and the manner in which such aims could be realized.

## SCHOOL JOURNALISM

### Iraq

204. 'Abdul Karim, Sabah Behnam, "Student Journalism in Iraq 1969-1977; Study Applied to 'Sawt Al-Talabah' Magazine", (Al-Sahafah Al-Tullabiyyah Fil-'Iraq Min 1969-1977; Dirasah Tatbiqiyyah 'Ala Majallat "Sawt Al-Talabah"), Giza, Faculty of Information, Cairo University, 1979, 290 pages + appendices.

- Dissertation submitted to the Department of Press and Publication of the Faculty of Information, Cairo University for obtaining the degree of M.A. in Information.

Following an introduction in which the writer explained why he selected "Sawt Al-Talabah" (Voice of Students) magazine for his applied study, he arranged his dissertation in three parts comprising eight chapters.

The first part, which consists of three chapters, is captioned School Journalism. Here, the writer defined school journalism and described its characteristics and functions.

In the second part, which comprises chapters 4-7, the writer dealt mainly with "Sawt Al-Talabah" magazine as a representative mouthpiece of Iraqi students. The magazine's administration, editorial material, editorial policy and layout are described in detail.

The third part, comprising Chapter 8, is concerned with "Sawt Al-Talabah's" supplement. Again, the writer reviewed and assessed its editorial policy, aim, content, layout and printing procedure.

After listing his reference material, the writer appended samples of the forms used in analysing content, procedural definitions, topographical elements and "Sawt Al-Talabah's" covers. He also listed the results obtained from analysing the magazine's covers and contents.

## Legislations -
## Kuwait

205. "Everything About School Journalism", (Kull Shayye 'An Al-Sahafah Al-Madrasiyyah), "Al-Rayed" magazine (Kuwait), 10th year, Issue No. 442, Teachers' Association, Kuwait, November 29, 1979, pp. 22-26.

This article consists of a review of a Circular released by the Undersecretary of the Ministry of Education in Kuwait containing general guidelines on school publications of all types: magazines, bulletin boards, broadcasts, TV and periodicals issued on occasions.

Following an introduction on the concept of school journalism and the difference between this kind of journalism and the media addressed to the general public, the writer reviewed in detail the contents of the Undersecretary's Circular.

In his Circular, the Undersecretary indicated the aims of any school journalism, the role it plays in serving the educational aims, the requirements in them as to format and subject-matter, the types of media suitable for schools, the subjects to be covered in the editorial pages, the procedure involved in securing the necessary clearances and the like.

According to this Circular, a committee is to be established to supervise school journalism and assume the responsibilities appertaining thereto.

In conclusion, the Circular introduced a dummy of a printed school magazine and a bulletin board newspaper to serve as a guide to Kuwaiti schools.

## SCHOOL LIBRARIES

### Arab Countries

206. Kazem, Medhat, "The School Library and the Home Library", (Al-Maktabah Al-Madrasiyyah Wa-Maktabat Al-Manzel), Arab League Educational, Scientific and Cultural Organization (ALESCO), "Symposium on Arab Child Culture; Books Written for Children in the Arabic Language", (Nadwat Thaqafat Al-Tifl Al-'Arabi; Al-Kutub Al-Muallafah Lil-Atfaal Bil-Lughah Al-'Arabiyyah), December 22-26, 1979, "Al-Wathaaiyq Wal-Dirasaat", (Documents and Papers), Cairo, 1979, 13 pages.

Following an introduction on the developments underwent by the Arab society and the role of education in the building of a sound society, the writer said that school curricula should be so developed as to keep pace with these developments, pointing to the responsibility of the school in any development.

Moving to school libraries, he pointed to their importance to the life and behaviour of pupils and indicated their role as an educational force in the service of both pupils and teachers and in developing talents and forming desirable habits and attitudes.

The writer then classified school libraries into types and to deal with each of these types. He, also, dealt with private libraries maintained at home and described the relationship between these libraries and class libraries. He, further, described the procedure for supplying school libraries with reading material and pointed to the educational and technical considerations to be taken into account in selecting suitable books for school libraries.

In conclusion, the writer described the steps to be taken in order to transform school libraries into comprehensive ones.

## Legislations -
## Kuwait

207. "Information about School Libraries", (Al-I'laam 'An Al-Maktabaat Al-Madrasiyyah), "Al-Rayed" magazine (Kuwait), Issue No. 442, 10th year, The Teachers' Association (Kuwait), November 29, 1979, pp. 25-27.

This article consists of a review of a circular sent by the Undersecretary of the Ministry of Education in Kuwait to the different schools urging them to publicize school libraries, make good use of them and facilitate the services rendered in encouraging reading and borrowal.

After indicating the importance of school libraries and their role in promoting education and after indicating the teachers' duty in promoting cooperation with libraries so as to enable them to perform their mission, the Circular described the various facets of such cooperation and proposed the establishment of a library committee along the lines specified in the Circular to realize the required cooperation. Librarians and teachers should be instrumental in developing the habit of reading among pupils, making provision for the individual differences between them, the Circular suggested.

Furthermore, the Circular described the ways and means whereby school library could spread reading awareness, arrange book on stacks, create a comfortable atmosphere in library halls and make known the activities and services of each respective library, the system followed by each in serving readers and the steps taken to intensify readership among library visitors.

In conclusion, the Circular described the means whereby libraries could help in creating good citizens and specified the duties and functions of librarians in this respect.

## Lebanon

208. Shumaitali, 'Abdul Wahhab, "Handicrafts and Technology in the General Education Schools of Lebanon; A Case Study", (Al-'Amal Al-Yadawi Wal-Taqanni Fi Madares Al-Ta'leem Al-'Aamm Fi Lubnan; Dirasat Halah), by 'Abdul Wahhab Shumaitali and Elie Khouri, Beirut (Lebanon), Ministry of Education, 1979, 96 pages.

This study is prepared by two Lebanese writers to introduce the experiment undertaken in Lebanon by both Governmental and private schools to introduce handicrafts and technology to pupils enrolled in the system of general education.

At the beginning of their study, the writers explained the school's role in developing mental and manual faculties and described the progress achieved in teaching handicrafts in Lebanese schools eversince the system of modern school was adopted.

They then reviewed the activities of manual work introduced in a number of Governmental and private schools in Lebanon as an illustration of the new trend towards injecting manual work into the curricula of general education. Types of activities cited include manual art work (such as drawing, pottery and sewing) and crafts and technological work (such as printing, crafts and wood and electrical works).

Explaining the philosophy of this new trend, the writers said that Lebanese officials are becoming increasingly conscious of the need to link education to the environment and society and are equally aware of the growing need of Arab Countries to technical manpower. They recognize the fact that all contemporary societies attribute their progress to the adoption of modern technology in all spheres of life.

The writers also described in detail the experiment launched by Lebanon whereby crafts and vocations were introduced in secondary schools with the aim of training pupils in the general education system on manual and technological work which is badly needed by the society and the environment. Programmes involved in the experiment, along with their costs and aims, were elaborated.

In conclusion, they appended copies of the programmes involved in the Lebanese experiment and similar programmes laid down by private schools undertaking a more or less similar experiment.

### Development -
### Bahrain

209. "Committee for Developing the Secondary Stage of Education", (Lajnat Tatweer Al-Marhalah Al-Thanawiyyah), "Akhbar Al-Khalij" newspaper, (Bahrain), 4th year, Issue No. 1180, December 26, 1979, p. 2.

In an interview with the Director-General of Curricula of the Ministry of Education in Bahrain, he reviewed the steps taken by the Committee entrusted with the development of secondary education in order to explore the views of pupils and parents on the required development.

In his interview, the Director-General dealt with the Committee's aims, the bases for developing secondary education in Bahrain, the need to ensure that any such development conforms to the State's abilities, the factors to be taken into consideration before adopting the system of comprehensive schools in Bahrain and the phases for effecting the required development in the country.

## SECONDARY SCHOOLS

### Educational Psychology -
### Saudi Arabia

210. Mohamed, 'Aleyyah 'Ali 'Abdul 'Aati, "Psychological Adjustment of Girls in a Saudi Secondary School; A Field Survey", (Al-Tawafuq Al-Nafsi 'Inda Talibaat Ihda Al-Madares Al-Thanawiyyah Al-Sa'udiyyah; Dirasah Maydaniyyah), Cairo, Department of Psychology of the Faculty of Girls, 'Ain Shams University, 1979, 280 pages.

- Dissertation submitted to the Department of Psychology of the Faculty of Girls, 'Ain Shams University, for obtaining the degree of M.A. in Education.

This dissertation consists of seven chapters.

In her first chapter, the writer stated her problem, indicated what is meant by psychological adjustment, underlined the importance of her research and defined the scope of her work.

A review was made in Chapter 2 of earlier research conducted on the subjects of youth problems and psychological adjustment.

The writer's field survey is described in Chapter 3 which dealt with the steps involved in the survey, the tools and samples selected for the tests conducted and the method employed in subjecting data to statistical analysis.

Chapter 4 contains the results obtained from the survey which indicate the general trend and problems of psychological adjustment among girls in a Saudi secondary school and the degree of adjustment of girls in the literary and scientific majors.

In her fifth chapter, the writer dealt with the counselling needs of girls in the Saudi secondary school and how to meet them.

The sixth chapter contained a summary of the dissertation while the seventh and last contained a set of appendices dealing with Bell test and the statistical results obtained from applying Bell adjustment test on the sample.

A bibliographical list is set at the end of the dissertation.

## Examinations -
## Saudi Arabia

211. Saudi Arabia, Ministry of Education, Center of Educational Statistical Information and Documentation, "General Trends of Examination Results in the Literary and Scientific Branches of Secondary Education in 1397/98 A.H. in the Ministry of Education", (Al-Ittijahaat Al-'Aammah Li-Natijat Ikhtibaar Al-Thanawiyyah Al-'Aammah Bi-Qismaiha Al-Adabi Wal-'Ilmi Li-'Aamm 1397/98 H. Bi-Wizarat Al-Ma'aref), Riyadh, 1979, 98 pages.

This document consists of a general statistical survey published by the Saudi Ministry of Education on the results of General Secondary Education examinations in both sessions during the academic year 1397/98 A.H.

Following an introduction on the aims sought from the publication of this document, the text was arranged in four parts.

Part 1 contained a concise summary of the cumulative results of both sessions of examinations in the General Secondary Education and Dar Al-Tawhid Secondary School in the year under survey.

The second part reviewed the annual rate of increase in the number of pupils sitting for and succeeding in the General Secondary examinations since the academic year 1390/91 A.H.

In Part 3, a forecast is made of the number of students sitting for and succeeding in the General Secondary Education examinations till the end of the 2nd Development Plan.

The fourth part contains the conclusions derived from this statistical survey dealing with the distribution of pupils sitting for the General Secondary Education examinations in the three academic years 1395/96 through 1397/98 A.H. by majors, population centers, system of education, types of schools and educational zones. The conclusions also dealt with the differences in the rate of success between both sessions of examinations.

Some recommendations followed. These called for adopting decentralization in the compilation and release of General Secondary examination results, standardization of guarantees for evaluating class work and emphasis on educational quality in addition to quantity.

## Reforms -
## Arab Countries

212. "Integrative Views on the Secondary School", (Araa Mutakamilah Fil-Madrasah Al-Thanawiyyah), "Al-Tarbiyah" (Education) magazine, (Qatar), Vol. 8, Issue No. 36, National Committee for Education, Culture and Sciences, Doha (Qatar), December 1979, pp. 42-43.

An account is given in this article of a survey undertaken by the Arab League Educational, Scientific and Cultural Organization for probing the different views and trends held by Arab States on the secondary school, together with ALESCO's own views on the formula of secondary school most suited to the Arab society.

The article also reviewed the views held and the trends adopted by Qatar, Syria, Kuwait and Jordan on the development of the secondary stage of education.

## Students - Discipline -
## Kuwait

213. Musa'id, Mutlaq, "When the Teacher Becomes a Night Guard", (Heena Yakunu Al-Mudarres Khafiran), "Al-Siassah" newspaper, Kuwait, 14th year, Issue No. 4083, (November 20, 1979), p. 3.

In the face of a widely-spreading phenomenon of ruthless discipline enforced by teachers in the secondary schools of Kuwait, the writer said that this policy is contrary to the proper principles of modern education and results in underlining the existing confidence between the teachers and the pupils and in negating pupils' personality.

He called upon the Kuwaiti Ministry of Education to put an end to this phenomenon and to stop assigning jobs to teachers which have no direct bearing on their work and which have nothing to do with proper educational practices.

## Teachers - Guides

214. Arab League Educational, Scientific and Cultural Organization (ALESCO), "Biological Sciences for the Secondary Stage; Teacher's Guide to the Third Year Secondary (Twelfth Form)", (Al-'Ulum Al-Biolojiyyah Lil-Marhalah Al-Thanawiyyah; Daleel Al-Mu'allim Lil-Saff Al-Thaleth Al-Thanawi (Al-Thani 'Ashar Al-Dirasi)), Cairo, 1979, 122 pages.

Following instructions on how to use it, the Guide mentioned some considerations which inspectors and teachers should take into account before consulting it. The Guide, also, explained the proper approach to conducting practical studies and to evaluating pupils.

The main theme of the Guide is divided into four chapters dealing respectively with the cell, multiplication and growth, heredity and continuity of life.

Two lists are set at the end of the Guide, one containing reference material in both Arabic and foreign languages and the second containing a glossary of biological terms in Arabic, English and French.

## SELF EDUCATION

### Bases -
### Arab Countries

215. Dawoud, 'Aziz Hanna, "The Scientific Bases for Self-Education", (Al-Usus Al-'Ilmiyyah Lil-Ta'leem Al-Zaati), in "Educational and Psychological Studies and Readings", (Dirasaat Wa-Qiraat Nafsiyyah Wa-Tarbawiyyah), by 'Aziz Hanna Dawoud, Vol. 2, Cairo, the Anglo-Egyptian Bookshop, 1979, pp. 63-89.

As an introduction to his essay, the writer defined education and self-education and indicated the differences between them, saying that the latter is a method of education now in practice.

He went on to trace the beginnings of and developments underwent by self-education and drew a distinction between the technology which employs individual communication and that which employs group communication.

After relating the justifications for and reasons warranting adoption of this type of education in the Arab World, he said that there are certain limits beyond which self-education cannot go. In the opinion of the writer, many shortcomings existing in the Arab society would disappear if adoption of self-education is encouraged.

Dealing with the scientific bases of self-education, he classified them into two categories, namely: socio-philosophical bases and psycho-educational ones. The former bases contemplate productive participation in contemporary civilization, overriding of backwardness, realization of comprehensive economic and social development and implementation of the principle of Arab security. The latter contemplates invoking the principles of motivation, constructed responses and individual differences.

## SOCIAL UPBRINGING

### Arab Countries

216. Nasser, Ibrahim, "The Family's Role in Social Upbringing", (Dawr Al-Usrah Fil-Tanshiyah Al-Ijtima'iyyah), "Risalat Al-Mu'allim" magazine (Teacher's Mission), Jordan, 22nd year, Issue No. 3, Ministry of Education, 'Amman (Jordan), September 1979, pp. 38-40.

The writer began his article with a definition of social upbringing as envisioned by educators and sociologists. He indicated the relationship between social upbringing and education, described its characteristics, pointed to the factors influencing it and explained the role of both the family and the society in producing such influence. Examples were cited to illustrate this role.

He then reviewed the principal elements involved in the process of social upbringing, mentioning in this respect the individual elements pertaining to the individual himself, whether inherited or personal. He, also, mentioned the social elements which the individual acquires from the society. Here, he explained how such acquisition takes place, indicated the age at which the individual begins to be exposed to the society's influence and described the family's role in enhancing, correcting or opposing such acquired elements.

References consulted by the writer were listed at the end of his article.

## SOLAR ENERGY

### Programmes -
### Kuwait

217. Kuwait Institute of Scientific Research, "Development of the Programme for the Utilization of Solar Energy in Cooling, Heating and Agricultural Purposes", (Tatweer Barnamej Al-Istifadah Min Al-Taaqah Al-Shamsiyyah Wa-Isti'maluha Fi Al-Tabreed Wal-Tadfiaah Wal-Aghraad Al-Ziraa'iyyah), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 432, Kuwaiti Teachers' Association, Kuwait, September 13, 1979, pp. 12-13.

A review is made in this article of the research conducted by Kuwait Institute of Scientific Research in the utilization of solar energy in cooling and heating buildings, in agriculture and in power supply. The targets set for each purpose are specified.

The article, also, reviewed other fields in which solar energy could be utilized, such as desalination of sea water, cooking and fruit drying, giving an indication of the technique utilized in each operation.

## STUDENTS

### Disinclination to Scientific Studies -
### Kuwait

218. "Practical Steps for Offsetting Students' Disinterestedness in the Scientific Section", (Khutwaat Tanfiziyyah Li-Muwajahat 'Uzuf Al-Talabah 'An Al-Qism Al-'Ilmi), "Al-Rayed" magazine (Kuwait), 10th year, Issue No. 433, Kuwaiti Teachers' Association, September 20, 1979, p. 16.

In this article a review is made of a discussion panel organized by the writer to deal with the problem of lack of interest in sciences on the part of Kuwaiti boy and girl students, and the impact of such problem on the availability of qualified manpower.

A statistical survey was made of the number of students enrolled in the scientific section of the third year secondary in Kuwait in 1972/73 and how their number developed in subsequent years up to 1977/78.

According to this article lack of interest in scientific studies is attributed to the density of science curricula and the voluminous size of science text books. For this reason, the Kuwaiti Ministry of Education has introduced considerable changes in science curricula, eliminating whole subjects and simplifying others. This has required a corresponding reduction in the number of periods allotted to sciences.

### Summer Courses -
### Kuwait

219. El-Sayegh, Hassan, "In the Procession of Serious Work: Fifteen Thousand Boy and Girl Students Join Summer Courses at the Teachers' Association", (Fi Masirat Al-A'maal Al-Jaddah; 15 Alf Talib Wa-Talibah Fil-Dirasaat Al-Sayfiyyah Bi-Jam'iyyat Al-Mu'allimeen), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 431, Teachers' Association, Kuwait, September 6, 1979, pp. 10-12.

Following an introduction in which the writer described the efforts exerted by the Kuwaiti Teachers' Association in the area of social services, including, inter alia, the organization of summer courses for pupils, the writer reviewed the history behind these courses for pupils, the writer reviewed the history behind these courses, indicated the reasons for organizing them, explained the system employed in running them and mentioned the categories of employees working in them and the number of pupils enrolled from 1974/75 through 1978/79 in both the intermediate and the secondary stages.

After explaining that the Association has recently been inclined to limit these courses to secondary school pupils and giving the reasons therefor, the writer described the procedure adopted in selecting teachers assigned to summer courses and why mistresses were excluded from teaching in them and dealt at length with some physical aspects of summer courses, such as the premises accommodating them, the fees payable by pupils and the justifications for collecting them and the discipline observed in these summer classes.

Moving to pupils, he described their academic level and the reasons behind maintaining such level and dealt with girl students enrolled in these classes, explaining why they take interest in them. He also mentioned the subjects which are most appealing to pupils.

In conclusion, the writer dealt with the problems occasioned in running summer classes and described the measures taken to overcome them.

## TEACHER

### Views - New Academic Year -
### Kuwait

220. 'Abdul Jalil, Hussein, "After Their New Return; What Do They Say?", (Ba'da 'Awdatihim Min Jadeed; Maza Yaaqouloon?), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 431, Teachers' Association, (Kuwait), September 6, 1979, pp. 14-17.

Teachers of different school subjects returning from summer holidays were interviewed by the writer to determine what kind of new experience they have acquired and to indicate the most profitable way of spending summer holiday. Teachers interviewed also described their plans for the new academic year.

In particular, the writer reviewed a research undertaken by one teacher during the summer holiday on the subject of "Experience and Knowledge". The teacher explained why some of his colleagues prefer to isolate themselves from the society and restrict themselves to the teaching of curricula in a strictly conventional manner. He indicated the difference between this approach and the new approach known as "philosophy of experience".

After explaining the meaning of experience and knowledge, the researcher described the manner in which a teacher can acquire both and pass them over to his pupils. He also described the characteristics and trends of experience.

In the opinion of the researcher, educational aims should be coordinated in collaboration with the home, the school and the society. The means for realizing such coordination and the teacher's role in it were explained by the researcher.

By way of illustration, he cited one situation which deserves teachers' interest in summer holidays. The topic proposed for survey is "Kuwait's Geographical Position". He described the points which should be surveyed in a research of such nature.

The writer's article is to be continued in a future issue of the magazine.

## TEACHER TRAINING

### Curricula - The Clinical Process - Jordan

221. Hamdan, Mohamed Ziyad, "The Theoretical and Practical Concept of Clinical Practical Education as Applied to Teacher Training Curricula", (Al-Mafhum Al-Nazari Wal-Tatbiqi Lil-Tarbiyah Al-'Amaliyyah Al-Iklinikiyyah Fi Manahej I'daad Al-Mu'allimeen), "Risalat Al-Mu'allim" magazine, (Teacher's Mission), Jordan, 22nd year, Issue No. 4, December 1979, pp. 21-31.

This article deals with clinical teaching experience as a new educational method applied in teacher training colleges and institutes.

After recalling that in 1977 he undertook a comparative study on teacher training curricula in a number of countries to determine the elements of which they are composed, the writer focussed on practical education, being one of these elements. He began by defining practical education, tracing its theoretical and applied bases and relating the development of this concept throughout history.

Moving to clinical teaching experience, he explained this concept, indicated its constituent elements and gave a practical example of the process involved. In the opinion of the writer, clinical teaching experience rests on two vital bases, namely supervision and assessment.

He indicated the manner in which trainees are subjected to supervision and assessment to ensure their success in the teaching profession.

Concluding his article, he emphasized the importance of clinical practical education in the teacher training process.

The writer's bibliography is set at the end of his article.

## TEACHING LANGUAGES

### Institutes -
### The Sudan

222. Arab League Educational, Scientific and Cultural Organization (ALESCO), "Introducing Khartoum Institute for Training Specialists in Teaching Arabic to the Non-Arabic Speaking", (Ta'reef Bi-Ma'had Al-Khartoum Li-I'daad Mutakhassiseen Fi Ta'leem Al-Lughah Al-'Arabiyyah Li-Ghayr Al-Natiqeen Biha), Cairo, 1979, 14 pages.

An account is given in this document of the Khartoum Institute, its history, aims, organizational set up, conditions of enrolment, curricula and accomplishments.

The Institute aims at training specialists who would teach Arabic to the non-Arabic speaking, re-considering the theoretical and practical methods of teaching Arabic and study the requirements of prescribed text books.

As to the Institute's organization, the document reviewed its various units, including the library, the audio laboratory, the educational technology unit and the like.

The Institute's curricula consist of lectures and practical activities in which the pupil takes active part.

The document ended with a review of the Institute's accomplishments in four years between 1974/75 and 1977/78.

## TEACHING METHODS

### Arabic Language - Arabic Grammar - Arab Countries

223. El-Mursi, Nihad, "Method for Simplifying Grammar", (Minhaj Fi Tayseer Al-I'raab), "Al-Tarbiyah" magazine, (Education), Qatar, 8th year, Issue No. 26, The Qatari National Committee for Education, Culture and Sciences, Doha, December 1979, pp. 72-74.

This article is concerned with the problems involved in the teaching of Arabic grammar and the difficulties from which teachers and students complain.

As a solution for these difficulties, the writer advanced a proposal for simplifying grammar, whereby grammar would be analysed and reduced to a simple form easily comprehended by students.

After explaining in detail the simplified method of teaching Arabic grammar and reviewing its advantages, the writer called for putting such method into universal application in all schools.

A bibliographical list was set at the end of this article.

## TECHNICAL EDUCATION

### Organization - Kuwait

224. State of Kuwait, Legislations, Laws, Regulations ... etc., "Resolution by the Minister of Education Setting up a Committee for Drafting a Law Regulating Technical and Vocational Education in Kuwait and Attracting Students Thereto", (Qarar Wazir Al-Tarbiyah Bi-Tashkeel Lajnah Li-Wad' Ahkam Mashru' Qanun Bi-Tanzim Al-Ta'leem Al-Fanni Wal-Mihni Fil-Kuwait Wa-Jazb Al-Tullab Ilayhi), "Al-Siassah" newspaper, (Kuwait), 14th year, Issue No. 4083, (November 20, 1979), p. 3.

This Resolution consists of two articles.

Article 1 contains the names of the members of the above-captioned Committee and the job of each.

The second article specified the functions of the Committee being: to lay down the provisions of a drafted law governing technical and vocational education, to draw the framework of a policy for training graduates, to propose a policy which would encourage pupils, through incentives, to join this type of education, to propose a policy whereby graduates of technical and vocational schools receive training and apprenticeship at governmental and private organizations, to lay down the system of education and duration, to establish the methods of evaluation applicable to students, to lay down the rules concerning teaching bodies and to propose the bases for organizing, administering and funding technical and vocational education and related institutions.

The Committee was given a free hand in drawing on the expertise of any other individuals.

## Symposia -
## Arab Countries

225. "Symposium on Technical Education, Kuwait, November 10-15, 1979; Symposium's Activities", (Nadwat Al-Ta'leem Al-Fanni, Kuwait, November 10-15, 1979, A'maal Al-Nadwah), "Akhbar Al-Khalij" newspaper, (Bahrain), 4th year, Issue No. 1144, (November 11, 1979), p. 2.

In this press coverage, a review is made of the Symposium on Technical Education held in Kuwait in the first half of November 1979 and in which delegates from Gulf States took part, including a Bahraini delegation headed by the Director of Technical and Vocational Education in Bahrain.

Interviewed by the newspaper, the Director commented on the various subjects discussed in the Symposium, being: the role of technical education in the socio-economic development plan; the bases for integrating general and technical education; the economics of technical education and how it relates to Arab collaboration; the building of technical education programmes; the technology of technical education; technical education as a continuing education and, lastly, the training of technical education teachers and instructors.

## Institute of Hygiene - Kuwait

226. "Al-Mazrou'i Talks on the Institute of Hygiene; The Institute Is Favoured to Receive the Attention of the Responsible Officials of the Ministry of Education; Training Sessions are Open for all Teachers", (Al-Mazrou'i Yatahaddath 'An Al-Ma'had Al-Sihhi; Al-Ma'had Yahza Bi-Ihtimam Al-Masouleen Fi Wizarat Al-Tarbiyah; Al-Dawraat Al-Tadreebiyyah Mutahah Li-Jamee' Al-Mudarriseen), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 434, Kuwaiti Teachers' Association, (Kuwait), September 27, 1979, pp. 5-7.

The declarations made by the Assistant Undersecretary of the Ministry of Education for Technical and Vocational Affairs in Kuwait on the establishment of a consolidated building to house technical and vocational institutes and on the Ministry's role in this connection are reviewed in this article.

After explaining the reasons which called for the construction of this building, the Assistant Undersecretary indicated the Ministry's plans for creating a separate unit responsible for administering the technical and financial affairs of the Directorate of Technical Education, explained why such unit was contemplated and the manner in which it would be administered.

Moving to the Institute of Hygiene, the Assistant Undersecretary described the degree of interest shown in it by the Ministry and explained the plans devised for employing the Institute's graduates and for the training of its teachers. He gave more details on the whereabouts of training, on the conditions of admission in the Institute and on the agencies taking part in its development.

He, further, dealt with the Institute's share of scholarships, the number of scholarships already granted and the future of scholars once they return to Kuwait.

Concluding his declarations, the Assistant Undersecretary said that the Ministry of Education in Kuwait is in the process of organizing training sessions for the Institute's teachers.

## TECHNICAL AND VOCATIONAL INSTITUTES

### Kuwait

227. "Minister of Education Ratifies the Basic Regulation of the Institutes of Technical and Vocational Education", (Wazir Al-Tarbiyah Wal-Ta'leem Ya'tamid Al-Laaihah Al-Asasiyyah Li-Ma'ahed Al-Ta'leem Al-Fanni Wal-Mihni), "Al-Rayed" magazine, (Kuwait), 10th year, Issue No. 432, Kuwaiti Teachers' Association (Kuwait), September 13, 1979, pp. 19-23.

This press coverage contains the first instalment of a review made of the new Basic Regulation of the Institutes of Technical and Vocational Education in Kuwait after it had been ratified by the Kuwaiti Minister of Education. The second instalment is to be published in a forthcoming issue of "Al-Rayed" magazine.

Part 1 of the Regulation contains a review of the aims and areas of technical and vocational institutes, explains the aims sought from their curricula and specifies the educational institutes which come under this Regulation. An indication is also given of the steps to be taken in order to develop and improve the curricula established for these institutions.

The second part of the Regulation is devoted to the organizational structure of the different councils concerned with this type of education. These include the Councils of Technical and Vocational Education, principally the Supreme Council of Education, the Council of Technical Institute Principals, the respective Council of each Institute, the Committee of Scientific Affairs and the respective Scientific Councils of each Institute. The Regulation elaborated on the constitution and functions of each of the foregoing Councils and Committees as well as the technical *ad hoc* Committees established.

Selection of Institutes' Principles and the functions of each are elaborated in the Regulation.

## TEXT BOOKS

### Curricula - Geography -
### Kuwait

228. El-Sa'di, 'Abdul Kadir Soliman, "Establishment of Criteria for Evaluating the Geography Text Book in the Secondary Stage in Kuwait as Applied to the First Year's Text Book", (Binaa Ma'ayeer Li-Taqweem Al-Kitab Al-Madrasi Lil-Jughraphia Bil-Marhalah Al-Thanawiyyah Bil-Kuwait Wa-Tatbiquhu 'Ala Kitab Al-Saff Al-Awwal), Cairo, Faculty of Education, 'Ain Shams University, 1979, 336 pages.

- Dissertation submitted to the Department of Curricula of the Faculty of Education, 'Ain Shams University, for obtaining the degree of M.A. in Education.

This dissertation consists of eight chapters.

In the first chapter, the writer stated the problem under investigation, indicated the need for and importance of this research and described his method, plan and limitations.

Chapter 2 is devoted to the general aims of education and of the curricula of geography in the secondary stage of education in Kuwait.

In Chapter 3, the writer dealt with the nature, concept and scope of the science of geography and, also, with geography as a school subject.

Chapter 4 contained a review of the standards observed in the writing of geography text books and of the new trends in the production of these books and in the compilation of their academic content.

Experts and authors of Kuwaiti text books on geography were interviewed by the writer who reproduced their comments on the problems involved in text books, on the present condition of geography text books and on the requirements to be fulfilled in any future writing of geography text books for the secondary stage in Kuwait.

The establishment of an evaluation criterion and the steps involved in the process, including its formulation, testing and perfection are covered in the sixth chapter.

In his seventh chapter, the writer related the considerations he took into account in evaluating geography text books prescribed for the first year secondary. He reviewed the strong and weak points about them.

The writer's suggestions and conclusions are contained in the eighth and last chapter. Here, he recommended that aims of geography teaching be defined, scientific approaches be adopted in the building of curricula and the writing of text books and teacher's guides be prepared in addition to text books.

Following his bibliographical list, the writer appended copy of a questionnaire form in connection with the text books of civics prescribed for the various stages of education and appended, as well, the results obtained from analysing the questionnaire sheets.

## WOMEN'S EDUCATION

### Influencing Social and Economic Factors - Saudi Arabia

229. Al-Afandi, 'Aishah Mohamed Hamed, "Social and Economic Factors Influencing Female Education in the Saudi Society; A Field Survey of Female Education in the City of Riyadh", (Al-'Aawamel Al-Ijtimaa'iyyah Wal-Iqtisaadiyyah Al-Mouatherah 'Ala Ta'leem Al-Inaath Fil-Mujtama' Al-Sa'udi; Dirasah Maydaniyyah 'Ala Ta'leem Al-Inaath Fi Madinat Al-Riyadh), Cairo, Department of Sociology, Faculty of Arts, 'Ain Shams University, 1979, 322 pages.

- Dissertation submitted to the Department of Sociology, Faculty of Arts, 'Ain Shams University, for obtaining the degree of Ph.D. in Sociology.

This dissertation consists of two parts, subdivided into seven chapters.

Part 1, which comprises the first four chapters, deals with the research's methodological bases and practical and theoretical aspects. Here, the writer described her method in developing her work, underlined its theoretical and practical importance and specified the purposes sought from her study. She also dealt with her sample and the methods used in its selection, with the statistical approach adopted, with the difficulties encountered in her research and with the basic concepts involved, including the concept of education. She, then, undertook a comparative study of the social and economic factors influencing pupils' education, reviewed the developments undergone by education in the Saudi society and carried out a statistical analysis of female and male education in the University of Riyadh.

Part 2, consisting of the three remaining chapters, was devoted to studying the social and economic factors influencing female education in the Saudi society. Here, the writer described her field survey and the steps involved in it and analysed the characteristics of the sample chosen among literate and illiterate females. She described, as well, the impact of economic factors on female education in Saudi Arabia.

In her conclusions, the writer showed how female education in the Saudi society was influenced by social factors and values and by the family's cultural and social standard and monthly income.

The writer's appendix contained copy of the questionnaire form she had used to probe the social and economic factors influencing female education in the Saudi society.

A bibliographical list was given at the end of the dissertation.

## YOUTH

### Orientation -
### Arab Countries

230. Mansur, Ensaf Taha, "Orientation of Youth", (Fi Tawjeeh Al-Shabaab), "Majallat Al-Khedmah Al-Ijtimaa'iyyah", (Social Service Magazine), Riyadh, (Saudi Arabia), Issue No. 2, (1979), pp. 185-187.

Following an introduction on the mission of youth in life and the importance of training and guiding young men religiously, ethically and socially, the writer held parents and elderly people responsible for guiding and orienting young men and for providing them with an integrative basis of knowledge.

She then reviewed the sources of knowledge which should be made available to young men and to indicate how modern civilizations with all accompanying ramifications have influenced youth adversely and resulted in their social deviation.

Concluding her article, the writer pointed to the responsibilities borne by young men towards themselves and indicated how their behaviour and conduct affect their future.

Numerous citations from the Holy Quraan were quoted by the writer to substantiate her argument and to enlighten young men on the consequences of their reckless behaviour.

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